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APRIL, 1905

Contents

	PAGE		PAGE
CARNEGIE BUILDING, PENNSYLVANIA STATE COL- LEGE LIBRARY. <i>Frontispiece</i>		RESERVATION OF SCHOOL REPORTS.	225
EDITORIALS.	199	ONTARIO LIBRARY ASSOCIATION.	225
Relations Between Libraries and Schools		AMERICAN LIBRARY ASSOCIATION.	225
The Story Hour		Change of Secretary's Address	
Library Development in the South		Portland Conference, July 4-8, 1905	
Atlantic City Meeting		Advisory Committee on Cataloging Rules	
The Cumulative Book Review Digest		STATE LIBRARY COMMISSIONS.	229
COMMUNICATIONS.	200	Minnesota	
Printed Cards for Government Publications		Vermont	
AN EXPERIMENT IN SCHOOL-LIBRARY WORK. — E. W. Gaillard.	201	Wisconsin	
THE STORY HOUR AT PRATT INSTITUTE FREE LIBRARY. — Annie C. Moore.	204	STATE LIBRARY ASSOCIATIONS.	239
THE LIBRARY GOOPS.	211	District of Columbia	
THE SCHOOL LIBRARY QUESTION IN NEW YORK CITY. — Mathilde C. Ford.	211	Michigan	
WORK WITH CHILDREN AND SCHOOLS IN THE PORTLAND (ORE.) PUBLIC LIBRARY. — Harriott E. Hassler.	214	New Jersey	
NOTES ON THE HARTFORD PUBLIC LIBRARY IN RELATION TO THE SCHOOLS. — Esther B. Owen.	217	Washington	
THE CARNEGIE LIBRARY OF PENNSYLVANIA STATE COLLEGE. — E. W. Runkle.	219	LIBRARY CLUBS.	232
BI-STATE LIBRARY MEETING AT ATLANTIC CITY, N. J., MARCH 31-APRIL 1.	220	Chicago	
CIVIC RELATIONS OF LIBRARIES, MUSEUMS, AND ART GALLERIES.	222	New York	
BULLETINS OF THE A. L. A. COMMITTEE ON BOOKBUYING.	223	LIBRARY SCHOOLS AND TRAINING CLASSES.	234
		Carnegie Library Training School for Chil- dren's Librarians	
		Drexel	
		Indiana Summer School	
		Pratt	
		Wisconsin Summer School	
		LIBRARY ECONOMY AND HISTORY.	237
		GIFTS AND REQUESTS.	242
		LIBRARIANS.	242
		CATALOGING AND CLASSIFICATION.	243
		BIBLIOGRAPHY.	244
		INDEXES	

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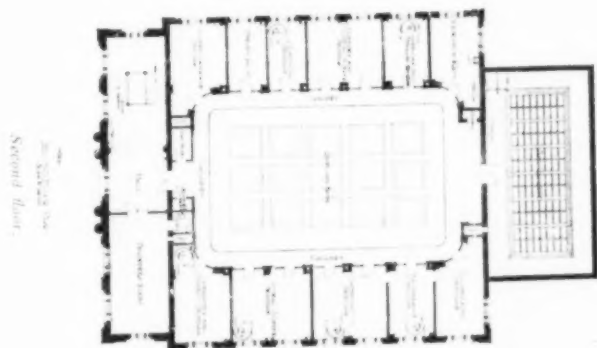
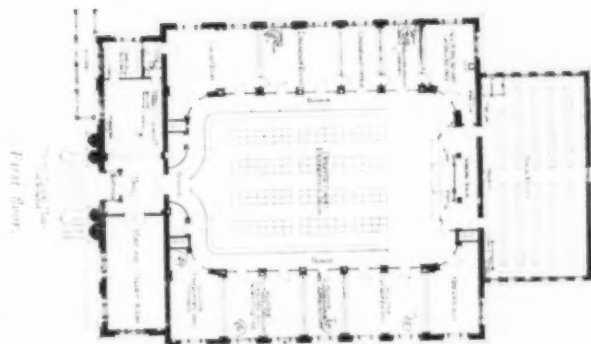
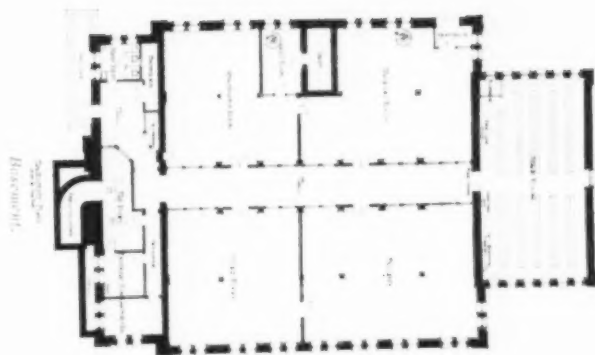
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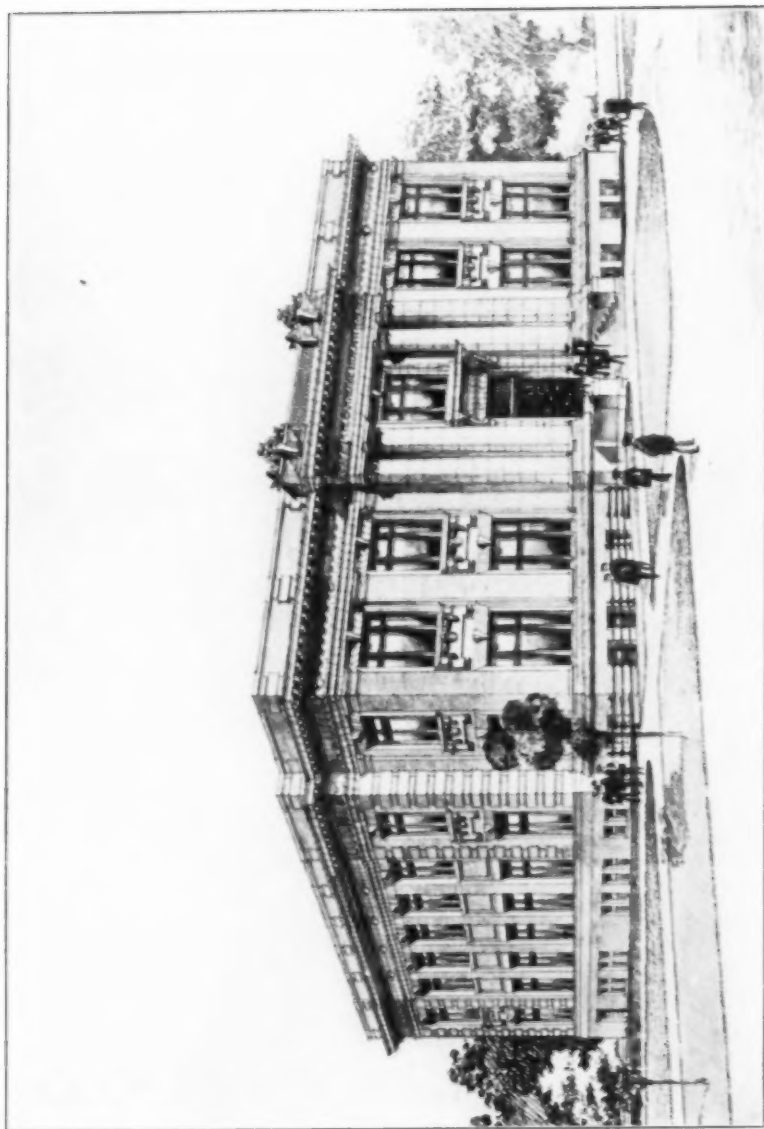
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EDW. G. ALLEN believes that he may fairly claim to be a Benefactor to the Intellectual Life of America, having, during his long experience of Library Work, shipped to American Libraries over two million Books, of course involving a very large expenditure of money.

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FLOOR PLANS, PENNSYLVANIA STATE COLLEGE LIBRARY



CARNEGIE BUILDING, PENNSYLVANIA STATE COLLEGE LIBRARY, STATE COLLEGE, PA.

THE LIBRARY JOURNAL.

VOL. 30.

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No. 4

RELATIONS between libraries and schools are becoming closer, organically as well as educationally, year by year, and the trend of opinion both among educators and librarians seems to be that the best results are had in the schools where the relations with the library are closest. More than a generation ago the public library system of the state of New York broke down and came to nothing because of its division into numberless petty school libraries, and history seems to be repeating itself in New York City to-day, according to the report of the Controller's representative on this subject, given elsewhere. On the other hand, Mr. Gaillard's account of what has been done by the administration of the New York Public Library in bringing library facilities as directly as possible to the attention of teachers and school children, seems to be clearly in the right direction and already effective in result. While both these examples are from the experience of a single city, their application is as wide as the school system, and superintendents and teachers everywhere should profit by the "how to do it" and the "how not to do it" shown in this special field.

WHILE school-library work may in the larger cities tend to become too much a matter of machinery, there is another branch of library work with children in which the personal relation is the indispensable basis. This is the "children's hour," or the "story hour," which within a year or two has been introduced into the children's departments of many public libraries. To many, of course—especially to those who have little sympathy with kindergarten methods—this sort of work may seem trivial and fatuous; yet experienced educators regard it as really of great importance. Miss Moore gives elsewhere an exposition of the story hour as it has been worked out in practical experience, and her indication of underlying principles and suggestion of methods cannot fail to be helpful to all children's librarians and to many teachers as well. The story hour is peculiarly a bit of seed-planting, for it aims to implant in the child's mind the first germ of interest in books and reading—an inter-

est that in the case of most of the children who come within its influence is seldom a part of their home life. In this as in all elementary relations with children, personality and equipment are of the first importance. Nothing can be more ridiculous and wasteful than a story hour in the hands of a poor teacher or a librarian not in touch with children; but on the other hand the wise and sympathetic children's librarian has here a great opportunity. —

SOME seed lies long in the ground before there is visible promise of harvest, and this has been particularly true of the library field in the South. That section of our country has already seen much educational awakening, and some of our best school work is now being done there. Now, within little more than a year, the library awakening has come, and the efforts of the American Library Association through its Atlanta Conference and otherwise are beginning to show result. The library development has had an interesting reflex influence, in opening to the Southern women of the younger generation a field of activity peculiarly fitting for those who have had to face the problem, under the changed social conditions of the South, of earning a living for themselves and sometimes for others dependent on them. Nothing has been finer than the spirit in which many Southern girls have faced this difficult problem—the more difficult because it meant the breaking down of old barriers of prejudice. Miss Wallace, whose work at Atlanta has not only earned the respect of the entire library profession, but should entitle her to the lasting gratitude of Southern women, now finds that there is more demand for the library workers she has been able to train than she can possibly supply. It is therefore gratifying to learn that Mr. Carnegie has supplemented his large gifts to Atlanta by providing, through an experimental period at least, for a library school at the Carnegie Library of that city, which will have the benefit of Miss Wallace's personal inspiration and experience. It is difficult to overestimate the good that may come to the South from this new departure, which will enable the Carnegie libraries and

other new libraries of that section to be conducted by trained librarians, and will furnish to many Southern women opportunities for usefulness for which their sympathetic nature and native interest in culture especially fit them.

THE Atlantic City meeting, which has become one of the regular events of the general library calendar, assumed this year very much the character of a small A. L. A. conference. This was partly the result of the interim meeting of the A. L. A. Council, held at the same time, and partly because the conditions of the Portland Conference brought many to this accessible meeting place who are unable to plan for the long journey to the Pacific coast. The program was of decided and varied interest, notably in the discussion of the "A. L. A. catalog" and the new *A. L. A. Booklist*, and in the interesting and suggestive paper by Dr. Moon on books for the blind and the efforts made by libraries to aid this class of readers; while the impromptu addresses and informal discussions of the last session were a pleasing innovation. The Council meeting seems on the whole to have been regarded as setting an excellent precedent. It brought out an attendance of a dozen, including Miss Wallace from Georgia, and Mr. Henry from Indiana; and it made a beginning toward the long-desired A. L. A. headquarters by voting to co-operate with the Publishing Board in the employment of an assistant secretary, part of whose time should be given to the routine business now handled under great difficulties by the honorary officers of the Association. For the general arrangements of the meeting there is only praise to be given; they were pleasant and satisfactory in every way, and it is to be hoped that the standard reached this year may be maintained in the future.

It has long been the desire of librarians to have before them a digest of critical opinions as to recent books, and such a publication has been more than once, though inadequately, attempted. The obstacles have been threefold—the difficulty of promptness, and of impartial quotation of unfavorable as well as favorable criticism, and the lack of sufficient pecuniary support. The H. W. Wilson Co.,

of Minneapolis, is now venturing in this field, and has certainly made a better start than any of the previous experimenters. Its new publication undertakes to clip from an excellent list of critical periodicals comments on the leading books of the day, and by a simple system of plus and minus marks to indicate in still other cases the balance of judgment. The initial number is a creditable one, on which the chief criticism is perhaps the tendency to quote approvals rather than disapprovals—which last would be less likely to invite advertising support—so that the perspective is not altogether what the librarian desires. It would be scarcely fair, however, to emphasize this criticism until the policy of the new publication is shown in later numbers.

Communications.

PRINTED CARDS FOR GOVERNMENT PUBLICATIONS.

I AM pleased to see in the March number of the *LIBRARY JOURNAL* Mr. Watson's protest against the practice of the Superintendent of Documents in issuing but one card to a title for the U. S. government publications. My experience has been the same as that of Mr. Watson in showing the single card next to useless. Its only value seems to lie in furnishing a typewritist with copy on which subject entries and added headings are suggested, and in the saving of one transcription. The result has been that we have put the cards aside, awaiting those halcyon days when we shall have caught up with the cataloging of our regular accessions and have made further progress in our recataloging with Library of Congress printed cards (of which, thanks to Mr. Putnam, we can secure as many copies as we can pay for).

Those of us who have had to work with A. L. A. cards where only two were furnished, when several subjects were indicated, had the choice of either not making cards for the subordinate subjects or of typewriting the extra card or cards needed. I notice, however, that the Publishing Board in some of its most recent card issues has thought better of this false economy and furnished the exact number of cards called for. The library of the Department of Agriculture not only issues a card for every subject indicated, but also prints this subject at the head of the card; if they can afford to do this, surely the Superintendent of Documents ought to be able to devise means by which the cards issued from his office would be of some value to the recipients. THEODORE W. KOCH,

UNIVERSITY OF MICHIGAN LIBRARY,
Ann Arbor.

AN EXPERIMENT IN SCHOOL-LIBRARY WORK.

BY EDWIN WHITE GAILLARD, *New York Public Library, Circulation Department.*

ALL New York City is divided into five parts. The New York Public Library has jurisdiction in three parts, or boroughs, Manhattan, Bronx and Richmond. The district which the library embraces is about a mile and a half wide. To the north branch from the one of the south end the distance as a crow would fly is just thirty-eight miles. The influence of the library, however, is much more extended, as many borrowers live without the three boroughs. Charts show a territory of about six miles wide and forty-five miles long wherein live persons who hold and use regular borrowers' cards. In this territory there prevails nearly every phase of public library activity, from the deposit station in quarry and lumber camp, in penal colonies and country schools where the staff consists of one teacher and a cleaner, to the great central library now in course of construction.

Confronted with such diverse and varying conditions the youngest of the great libraries of the country has not yet devised any one plan to offer in settlement of the much debated question of school and library co-operation. Each of the thirty-four branch libraries has to face a somewhat different situation and in some localities circumstances widely vary. To be thorough a report of the school activities of the library would have to be made branch by branch. It would include endeavors of the usual kinds, deposit stations; loans other than books (pictures and various illustrative material); story hours; picture bulletins prepared to accord with the "Course of study" for different grades of the public schools; instruction to classes and groups of pupils in the use of catalogs, indexes, etc.; talks to teachers at their meetings; regular monthly visits to schools; distribution monthly of the "*List of Additions*;" preparation of reading lists; the aiding of individual teachers to personal advancement; a model school library; and consideration of the special problems of the high and evening schools. More or less of this is common to many of the branches.

The details of each effort are so well understood in the modern library and among modern librarians that the subject may be dismissed with a word, except to call attention to one or two conditions which are perhaps exceptional.

The Board of Education of the City of New York has established an excellent department of school libraries which provides books both for circulation and reference use. That department has organized in the three boroughs 5836 class libraries in 260 schools, with 321,921 volumes. The records show a home circulation in these boroughs for one-half of the school year of 1,849,345 volumes, and a reference use of 107,457 volumes. This is a total annual use of about four million volumes. The graded, annotated catalog of class room libraries, which has been issued by the Board of Education, is said to have had a marked effect in improving the character and number of books used in this way.

In addition to the class room libraries which are supplied by the school authorities the Travelling Library office of the Public Library maintains in the day schools fifty-five deposit stations, with 4069 volumes, the annual home circulation of which is about 44,000 volumes. This department has, in the three boroughs, an additional recorded annual circulation through the evening schools, recreation centers and playgrounds of about 155,000 volumes. These figures do not include many stations in no way connected with the schools, the total annual circulation of which was last year 450,000 volumes.

It has been necessary to explain local affairs at length to show that the experiment which is now being tested is in addition to a not inconsiderable united effort to bring the right books into the hands of school pupils, teachers and principals.

Last year, through the courtesy of the Board of Education, in fifty of the public schools regular bulletin boards for the exclusive use of the Public Library were erected. The bulletins, in dimensions about 2 ft. 6 in. by 3 ft. were placed on the main

stairways. On the bulletin boards are affixed announcements of whatever matters the librarian in charge of the nearest branch may consider to be of interest to teachers or pupils. The first announcement is:

"The nearest branch of the Public Library is located at ——. Teachers in this school will find it to their advantage to secure their books from that branch." A list of all the branches for the free circulation of books throughout the three boroughs, with the hours of opening, is posted. On every bulletin the terms under which teachers and pupils may use the library are set forth in the following words:

"For those teachers who are undertaking special studies, or who are doing other definite literary work, arrangements may be made to secure books necessary for such study. These special books must be renewed monthly, and no books may be retained for a greater period than six months. Books are so loaned with the understanding that they must be returned upon special request after two weeks from the date of borrowing.

"Popular current fiction may be borrowed in the usual manner.

"Endorsements are not required for membership cards of teachers in the public elementary and high schools, day or evening.

"Books for immediate and temporary use in class rooms will be loaned upon receipt of request signed by any teacher who has registered at the designated branch.

"Teachers are often asked to endorse their pupils' applications for the privilege of using the library. This library regards such endorsements from teachers in the day schools merely as notes of introduction, and guarantors are not held financially responsible for losses that result from applications which have been signed for their pupils.

"Teachers who take an interest in their pupils' reading will be pleased to remember that this library is always glad to send application blanks to them for distribution in the class room. In every way within its power this library will be glad to further practical co-operation between the schools and its branches throughout the city."

In this way the teachers are informed of the location of the nearest branch; that they may have as many books as they desire for study and that the books may be retained, if necessary, for a period of six months. They are also informed that, "In other branches there are about 60,000 books (separate titles) not contained in that branch. Any one of these will be sent for when desired, subject only to the demand at the other branch."

The library maintains a daily inter-branch express service. If desired books are in a branch nearly forty miles distant they may be ordered by telephone and delivered during the same day.

It has been deemed advisable, for obvious reasons, to give all work with teachers to one assistant in each branch. This assistant is ranked in Class C, one grade below First Assistant. She is expected to familiarize herself with the course of study, to keep in touch with the public schools and to know personally as many teachers and principals as possible.

The result of the experiment of last year with fifty bulletins has warranted doubling the number of schools in which is done work of this character. The rules with regard to loans of books to teachers have been extended to all branches of the New York Public Library, Circulation Department. About the time that these lines are to be published there will be bulletin boards in 103 school buildings. Schools have been selected which are so located that fifteen branch libraries form centers from which operations are conducted. In these schools there are 189,018 pupils and nearly 5000 teachers, exclusive of the elementary and high evening schools, which are conducted in the same buildings.

When a teacher becomes a member of the library at one of the branches where the system is in use, record is made of her school grade or department, and the list of books which she may especially desire is entered on a card index. The cards of this index are divided by the usual guides so that each school is separately represented. On the cards are entered the lists of books desired, the dates obtained and delivered to the teachers and the dates of return. It is the duty of the assistant in charge of the work to see that the books, if in any branch, are obtained, or if not, are purchased, subject to usual conditions of purchase. When new books which relate to grade work are published it is the duty of the assistant in charge to post such information on all bulletins in schools which have been assigned to her branch.

So much for the aim of the library with regard to teachers and of the methods for accomplishing the results desired.

Work with the pupils is divided into two kinds, circulating and reference. Of the

actual circulation of books to children there is perhaps little to relate which is especially new. Possibly the chief point is the official announcement that teachers are no longer "held financially responsible for losses which result from applications which have been endorsed for their pupils."

In New York the great difficulty with reference work in the children's department has been the vast number of young persons, each with a different need, who swarm into the libraries during about two hours each day. Within ten minutes' walk of one branch, for example, there 33,376 registered pupils in the public, in addition to several other large schools. In that district there are three branch libraries. They are liable to be consulted at any time by about 16,000 pupils. Information on any subject mentioned in the course of study may have to be sought for impatient children. Under such conditions it has been impossible to devote to every child that care and personal interest which are so important in dealing with such demands.

By organized co-operation with principals and with teachers of various grades the probable reference work has been so grouped that the very difficulty of great numbers has become an advantage. The anticipated use of reference material is confined to the pupils of the fifth, sixth, seventh and eighth school years. The studies for these years are so arranged that, by aid of teachers it has been possible to prepare term plans for each of the mentioned grades. These term plans were prepared by one of the editors of *School Work*, and were based upon the work set out in the "Course of study," and divided into numbered and dated weeks. That is to say, by following the term plans any teacher can tell at a glance in which week she is supposed to teach a given subject. The preparation of such plans involved a great deal of consultation and experience. The plans, however, can hardly be ideal. At the best they are but planned for the average class. The work has been ably done for the school year. One subject has been selected by the library from the term plans for each week of every represented grade. A list of the subjects selected, with the schedule of dates, has been printed on cards for each grade, together with a brief explanation. The cards are in size

6 x 12 in. One for each grade is posted on the bulletin boards in the schools and one is displayed in each class room of the grade for which it was printed. The wording of the brief explanation is as follows:

"GRADE 5 B.

"The branch of the New York Public Library, located at ———, will be prepared to give special attention to pupils in this grade who desire to consult books of reference in connection with their scheduled grade work. The term plans in History as published in the October and January issues of *School Work* will be used as a basis for the preparation of material, which will be set aside in the library for the use of pupils between the dates indicated in the following schedule. Pupils of this grade will be welcomed at the library, where they will find many delightful books."

It seems to be an advantage to know in advance and to some extent to be prepared when a number of persons desire to consult the library on one subject. Time can be saved and the individual student may be given a much greater share of attention. Instead of numerous subjects as heretofore, the pupil is now apt to ask for only one of eight, for which the children's reference librarian has had opportunity to prepare in advance. Pupils in this way are taught the use of indexes, and that the magazine files and circulating department books may be used for reference purposes.

The danger of the method is of its developing a machine way of laying out the work and of neglecting to give to it the right care and thought. This danger is, however, common to all other parts of library methods, and is one which some such system will aid to discover, and it is hoped, eliminate.

The cost of this method of reaching the pupils and teachers has been very little. For each branch library a card index on which to keep records of books needed by teachers and a few minor supplies are all that has been required. One of the supplies is a special borrower's card, designed to meet the demands which the regulations for teachers have very naturally developed. These cards provide spaces in which to register original dates of loans, dates of renewal and also a space in which is recorded the call numbers of each volume. This has been found desirable, for when several volumes are loaned at one time, and returned separately, there has

not been in case of loss any support of the library's contention of the non-return of a volume in dispute, beyond the bare record of charging on the book card. With this special card there should be no reason for claims of borrowers that books have been returned. Such claims were quite frequent, and usually proven unfounded, before the adoption of the special card. The cost in the schools has been confined to that of constructing and erecting the bulletin boards and the printing of notices. The maintenance in the schools averages in cost just two cents for each class room for the term. This estimate includes printed notices, but does not include typewritten and mimeograph announcements which have no direct bearing on the schedule for the grade. The value of the plan? Who can say?

The task has been to learn the needs of the pupils and teachers and to so order the work and to plan such rules as to make possible and encourage the real use of the library; and to provide means whereby both teachers and pupils may be told, retold and told again and reminded from time to time of the library and of its ability and readiness to respond promptly and cordially to any reasonable demands.

* The scheme as in use at present is by no means perfect, nor yet without several defects. There seems, however, to be more than a germ of value in the plan of library bulletin boards in schools. The idea was first suggested by Dr. Canfield, of Columbia University, about five years ago, to whom credit is due.

THE STORY HOUR AT PRATT INSTITUTE FREE LIBRARY.

By ANNIE CARROLL MOORE, *Children's Librarian, Pratt Institute Free Library.*

FROM the very beginning of my work I have been in the habit of reading aloud to a single child or to groups of children and of carrying on a kind of story called by the children "telling things." Sometimes I would tell things found in books, sometimes I would tell things out of my own life or my father's life—for I have been strongly impressed by the lack of opportunity for the quiet reflection so essential to the cultivation of reminiscence in the confused and hurried life of a great city. My own childhood and girlhood were spent on a large farm in a Maine village looking toward the foothills of the White Mountains. There was no railroad or trolley within ten miles, the stage coach making the connection with the outside world. The farm, reclaimed by my father from an alder swamp, skirted the village on one side in broad stretches of unfenced land known as the "big field." It was covered on the other by a wooded hill which we called "the mountain." There was a sap camp on the mountain with a tree twisted into the shape of a saddle back close beside it, and on this tree I have taken many a journey in imagination while waiting for the sap to boil down to the point of "sugaring off" in the snow. My father was a country lawyer whose cases were of that

inexhaustible variety quite unfamiliar to the city specialist. It was a never-ending source of delight to me when a child to listen to the stories into which he would turn his professional experience. His own achievement in practical ideals, his ready quotations from Æsop, Dr. Watts, and the Bible, and of stirring verses from heroic poetry, his vigorous drawing of historical pictures and his fund of telling biographical anecdote, all of which he drew upon freely in presenting an argument before a jury, gave to the story of a "dog case" whether told to children or to grown people a quality of irresistible interest. He held a wonderfully vivid recollection of people and things as they seemed to him when a boy, and the time of his boyhood was made to seem as real to me as the days of my own childhood. A keen sense of humor, a rare simplicity of language and a quick recognition of fitness or unfitness relieved his story hours from any overstrain of seriousness or tediousness.

Quite unconsciously, I am sure, he usually told me a story in an atmospheric setting that seems to me, as I look back upon childhood, a part of the story. We always read the *Nursery Magazine* and "Songs for the little ones at home" before a blazing wood

fire in the dining-room. We told Bible stories in the sitting room at twilight, and I can still hear the measured tick, tock, of my grandfather's clock which I found difficulty in distinguishing from the beats of a New England conscience. It was a solemn moment for me when the clock was wound for another eight days, and I firmly believe the presence of such a clock in a children's room would work wonderfully for quiet and order. I have a very clear recollection of the things I liked to hear about as a child, if I might choose my own time to listen, and of the kinds of people I liked to hear tell them, and since I have drawn heavily upon this recollection in the development of the story hour I am about to describe. I have ventured to make a personal, rather than a formal, presentation of it. I want to feel at home always in my children's room; I never like to put anything into it which does not seem to belong there; I do not like to have anything going on in the room which would make me feel ill at ease, as a child or as a grown person. It has taken eight years to effect a happy combination between a strong but unformed desire for a regular story hour to be held in full possession of the children's room and the realization of the desire. During the first year of my work I caught glimpses of what seemed like splendid possibilities in this highest order of work in a children's library. The natural exercise of strong interests and enthusiasm, reinforced by a corresponding interest on the part of children who were making first acquaintance with the library, gave to that first year a special significance in the development of all our work. It was a period of discovery of the likes and dislikes of all sorts of boys and girls; a period of closer relationship with a larger number of children than has been possible since; a period of almost unclouded delight in work for its own sake. With the entire care of the room, I yet found many opportunities for reading with children and telling them things.

During the first month it was decided not to circulate books in the evening hours and to devote the time to reading aloud or to talking with the children upon subjects in which we found they were interested. The drawbacks to reading aloud and to storytelling at this time were the open archways

connecting the children's room with the reading room and the circulating department, and the difficulty of exercising a proper oversight and control over the room as a whole, while lending one's special interest to a subject taken up with a special group of children. There were usually at least two other sets of children in the room, a few who came for quiet reading by themselves and a larger number who came for a good time. It was never possible for a single assistant to make definite plans for a given evening. She must be always prepared to adjust the form of her work to meet the conditions presented, and these conditions were as infinitely variable as the human nature they reflected.

A certain amount of preparedness I found to be essential in order to carry on successful work in the evenings. First of all I had to find out to which of the interests I had discovered among the children I could minister without study and research. Poetry, stories of New England life such as are to be found in *Our Young Folks* and the *Riverside Magazine* and in Jacob Abbott's Franconia stories, humorous stories like the "Peterkin papers" and some of the stories of Mrs. Diaz, the fairy tales I knew as a child, and such stories from history and biography as I feel have become a part of me, I have read and told as occasion suggested. I should not dare attempt either to read or to tell stories from Greek mythology, the Arthurian legends, or the Norse myths without giving so long a period of careful study to the sources from which the stories, as adapted for children, are taken as to give me confidence that I could recreate them for children. I have read and enjoyed them as literature, but I did not live in these stories as a child. A boy to whom I read "Lochinvar" over and over one evening at last thanked me and said: "There — I guess I can tell the story now because I can see some sense in it. I kind o' lose my head when I read poetry to myself, making sure it comes out even." There are many forms of literature in the reading of which older people seem to lose their heads and fail to tell any real story in adapting it for children. Fortunately our children have not been confined within the range of the strong interests of one person. In the training of assistants and of students of the Library School I am always watchful for gifts

of which those who possess them are often ignorant until brought to such tests as work with children affords. On two occasions, following lectures given for children in the art gallery, students have been detailed to interest groups of children in the pictures, illustrating the subjects of the lectures which have been placed in the form of bulletins in the children's room. This form of peripatetic story telling proved so successful that we have frequently resorted to it on other occasions when it would not interfere with quiet reading or with the circulation of books. During an exhibition of Japanese prints we were so fortunate as to have a Japanese visitor, or "the boy from Japan" as the boys called him, spend several afternoons in the room, talking with the children and answering their questions in a delightfully informal but very instructive manner.

Meanwhile the archways have been closed in, one at a time, by book shelves, leaving only a circular opening at the top of the one leading into the circulating department, for additional ventilation. The main obstacle to the institution of a story hour was thus removed. The expediency of opening the children's room every evening had been often questioned. A tendency on the part of children living in the neighborhood to make such free use of it as seemed to lessen their respect for it had been noted. Very few children came in the evening for school work and the number of boys and girls who work during the day, for whom the use of the room in the evening was chiefly intended, was very small. After a careful review of the situation last spring it was decided to open the room on two evenings only and on one of these evenings to hold a story hour. In September a kind of prospectus for the year was made. Various changes have been made in the outline as the work has progressed, but the leading ideas are being carried out in a story hour held on Tuesday evenings. Since the subjects they represent are subjects of perennial interest and strong association they are likely to hold permanent place in future plans for our story hour. It was my desire first of all to deepen by stories the impressions given by such picture bulletins and exhibitions of pictures as illustrate the customs of festival days or days of special significance. Accordingly I noted under Oc-

tober — "Hallowe'en story, illustrated if possible by Hallowe'en customs to be told by someone who would know just how to give the right kind of Hallowe'en party." This story hour began with a little explanation of Hallowe'en and the children were told of simple things to do at Hallowe'en parties or at home. They appreciated the opportunity given them to tell some of the things they had done themselves. The electric lights were then turned off, Jack o'lanterns were brought from behind a screen, and a most delightful improvised story was told about two children who were lost in a forest and were guided safely home by Hallowe'en lights. The sixty children in attendance ranged from three to twelve years and formed an ideal group.

The Chrysanthemum Festival held every year in Japan on October 14th, and observed last year in the children's room for the first time, suggested two Japanese story hours, one upon customs and fairy tales and another on the Russo-Japanese war. We were not able to arrange for two evenings to be given by a Japanese and therefore decided to substitute for the story hour a lecture, illustrated by colored lantern slides, on Japan and the Russo-Japanese war. The lecture was given by the Japanese gentleman whose presence in the room on a previous occasion has been noted. Tickets were issued to two hundred boys and girls from eleven to fourteen years old, representing the school grades then studying about Japan. Every seat was taken and the janitor reported that fully two hundred children came without tickets. The lecture created a very lively interest among the teachers and it was said that the children gave admirable reports of it in school next day.

Under November, Election Day was noted. Having in mind an exhibition of the New York city history bulletins at this time I planned to have a story hour which should make the connection with citizenship in a way that children could understand. The library was closed Election Day, but on the following Tuesday fifty boys and girls were given a picturesque and striking contrast between "Little New Amsterdam" and "Greater New York." The picture bulletins were removed from the wall and shown to the children as the talk suggested illustration. The one entitled "A citizen of Greater New York,"

having for its central thought the development of civic spirit among boys and girls, was carefully explained to them. In conclusion the story teller recited some selections of patriotic poetry in the fine old declamatory style seldom heard by this generation. They have often referred to this story hour as "the night the nice old man came."

Under November also Thanksgiving Day was to be celebrated. I had noted under Thanksgiving, "Find someone who can take the children back to an old-fashioned New England Thanksgiving in a big family, and combine the reminiscence with poetry and a story out of a book." Of the history I think the children hear enough in school. On this occasion the right person was not available and I decided to have an evening for little children with Kindergarten stories, relying on the harvest decoration in the room to give the festival side. Susan Coolidge's story of the "Saucer pie" held the children's attention, but the kindergarten stories did not. We closed the story hour by reciting "Over the meadow and through the wood" in concert.

December was to be given over entirely to Christmas stories and customs, with the idea of bringing to the children the sense of Christmas all over the world. Starting with Germany as the country most full of suggestion I found a story-teller in one of the assistants in the children's room. The story of Christmas in Germany was told on St. Nicholas night. It was a personal experience cast into story form with so much of a Christmas atmosphere about it that we all felt Christmas began in the children's room as well as in Germany on the 6th of December. Some German dolls were shown to the children and a *krippen* consisting of small wooden figures of the Christ child in the manger, the Virgin, Joseph, a shepherd and a wise man, some sheep and cattle. Just as the story ended the electric lights were turned off and two tall white candles were lighted beside the *krippen* in remembrance of the first Christmas. The children were delighted with the story; they had never heard anything like it. They lingered to look at the *krippen* again and again and next day came to see if it was still in the room. So great was their pleasure in it that we determined to buy one for the room. It was found at a shop where church statuary is

sold, and cost one dollar. On the Tuesday night before Christmas the children found a tiny fir tree lightly trimmed with silver ornaments and white tapers, just such a white tree as Hans and Elsa of the German story had found on Christmas Eve; beside it burned the Christmas candle and under it the *krippen* was set. On this evening one of the teachers of kindergarten training and three of her students told Christmas stories. The first story proved to be "The night before Christmas," and without invitation the children at once chimed in with the story-teller, some of them repeating the entire poem. After the story-teller had gone the children lingered to say "Merry Christmas" and I lighted them out at the door telling them they might wish on the candle as they passed under it and that when they had all gone I would blow out their wishes which they must not tell until they came true. I would not advise inviting more than one person to tell stories on the same evening. It gives to the story hour too much of the nature of an entertainment.

It was especially interesting to watch the effect of the story hour upon the daytime use of the children's room during December. Those who had heard the stories brought their friends to tell them what they had heard. The photographs illustrating the first Christmas were regarded with greater interest and with more reverence than ever before. I have been asked by clergymen if objection was ever raised to the exhibition of such pictures and of the selections from the Christmas story as given in the "Children's Bible." The room is freely used by children and grown people of every nationality and religious belief, but such objection has never been raised.

On the Tuesday after Christmas Miss Alcott's story of "The Candy Country" was told by a former student in our art department, who with her sister made a series of illustrations for it. These illustrations have never been published. They were exhibited in the children's room five years ago after the story had been told and the children have often wished they might see them again. The pictures were placed on exhibition at New Year's and there were so many requests to hear the story again that two members of the library staff volunteered to tell it on suc-

cessive evenings. It is a story that permits of a considerable amount of elasticity in age limit, but is most enjoyed by children from seven to eleven.

Under January was noted "The North—Norse stories if the right person can be found to tell them and stories from Grimm." The rendering of the Norse stories was delightful, simple but strongly dramatic, and forty children between the ages of nine and twelve listened with rapt attention. The stories told were "The making of the world," "Odin's search for wisdom," "The apple of Iduna," and "The making of the hammer." Instead of an entire evening of Grimm stories we substituted an evening of miscellaneous fairy tales, because the story teller wished to tell these particular stories. The stories told were "Little one eye, little two eyes, little three eyes," "The boy who went to the North Wind" and "The giant who had no heart in his body." Seventy-eight children were admitted on this evening, varying in age from four years to fourteen, and the attention of all was held completely by the interest of the stories.

February held as many special days as Tuesdays. Lincoln's and Washington's birthdays were considered with heroism in general and were taken advantage of to make the connection with stories of other heroes rather than to furnish stories. The "Hero exhibition" is always put up early in February and on the first Tuesday it was interesting to find how many of the pictures the older children had been able to remember from year to year. Lincoln and Washington were mentioned and then we had stories of other heroes. The colored print of "The sinking of the *Birkenhead*" was on the table directly in front of the group and I could see the boys looking at it intently. Taking it up I asked them what they thought it represented. Some very good guesses were made, but no one knew the story of it. I told them about it as if I had just read it in a newspaper. They listened as completely absorbed as if it had been a fairy tale. I then read the account as it is given in the "Book of golden deeds" and they were on the alert to detect the slightest deviation from my account. After this I read a few lines from a poem in the "Lyra heroica" which would have meant nothing at all to them without the picture, the

statement, and the prose account in "Golden deeds." The boys cited some instances of heroism of which they had read. When asked how many knew the poem beginning "The boy stood on the burning deck," out of forty children from 9 to 12 years old not one knew the poem of "Casabianca," but every one knew "Eating peanuts by the peck." They were quite stirred by the real poem and some of them volunteered to learn it. On St. Valentine's night Miss Hewins was here for the story hour and told the children the history of the day and some of its customs. She also read two valentine stories from *St. Nicholas* and amused the children very much by reminiscences of the valentine parties she had attended. The valentine bulletin was supplemented by some quaint old lace paper valentines, which the children were interested to compare with the ones they had just seen in the shops. Longfellow's birthday was celebrated in anticipation on the evening before. A short story of the poet's life was told and a number of poems were recited. The children joined in the recitation whenever they were familiar with the poem. Some of them repeated all of the "Village blacksmith." This story hour was taken by a teacher of English at one of the private schools and the tickets were given to children coming from schools in which little attention is given to the day.

Under March is noted St. Patrick's Day, the story of St. Patrick and Irish fairy tales and poems. I have always taken some account of St. Patrick's Day, usually reading from Chenoweth's "Lives of the saints" and from Frost's "Fairy and folk tales of Ireland." Until last year a bulletin has been out of the question, for pictures of St. Patrick are difficult to obtain. My long search was at last rewarded, however, and the "St. Patrick's Day bulletin" is one of the most attractive in our collection. A pot of shamrock grows beside it and the flag of Erin waves above it. The story of St. Patrick was given on the Tuesday before March 17th, the Irish fairy tales on the Tuesday following. A "Maple sugar story" was also planned for March, but has been crowded out by other stories.

The outline for April begins with Andersen's birthday. Two Andersen story hours will be given, the first for the little children with a simple story of his life followed by

some of the Ole Luk-Oie stories we have just had. We burned a birthday candle beside the bulletin and again the children made wishes on it as they passed out of the door. The second Andersen evening will be for girls. April calls also for a springtime poetry hour such as we have sometimes had in the afternoon, when the room was quiet enough to admit of it. At these poetry hours we have selected poems which could be spoken of to the children as, "about" the sky, grass, trees, flowers, birds, brooks, lambs, spring mornings, etc. We have read from Wordsworth, William Blake, Mary Howitt, Celia Thaxter, from Tennyson's "Brook" and from Shelley's "Cloud," and from many other poets and poems. The children would afterward ask to copy the verses they had liked and some of them have made little poetry books for themselves in this way. Some account of Easter customs may be given, but no very satisfactory Easter stories are known to us as yet.

May Day will be observed by stories of May Day customs and the verses which belong with them and we shall have a Maypole. No one thing we have ever done for children has seemed to give them as much pleasure as a Maypole, it is so unexpected. A little blind girl who was a constant visitor to the children's room some years ago begged to feel the Maypole all over and after I had told her how it looked to me and of how I had longed and longed as a little girl to dance about a Maypole singing a May song, she begged me to teach her a verse to sing to her mother to a tune in her own head. A whole kindergarten came one morning from a mission chapel and were so delighted to see what they called a "Spring Christmas tree" that we took it out of doors and let them hold the ribbons while they danced about it singing a Christmas tree song. The children always enjoy hearing about the hanging of May baskets in New England. We have been long in finding pictures which seemed to give the spirit of May Day, and pictures are quite essential to stories of customs. In *Scribner's Magazine* for May, 1897, there is an illustrated article on May Day in New England which affords charming selections for a bulletin if a little color is given to them. One or two pictures from Randolph Caldecott's "Come lasses, come lads" give a good idea of May Day sports in old England.

In addition to the stories outlined we have had stories from the Arabian Nights, Uncle Remus' stories, Just-So stories, a lecture upon American and foreign subways, one upon "How elections are managed," and two most successful evenings of animal stories. On one of these latter evenings Mr. Dan Beard told bear stories to eighty boys, all but two of whom had made things out of his books. After the stories every boy had a chance to shake hands with Mr. Beard, whose beaming face showed his own pleasure in the situation. Another evening was devoted to dog stories, and suggestions on how to take care of dogs were given to a mixed group of boys and girls, who gave evidence of their appreciation by lingering after the stories were over to ask questions and to tell their own experiences. The story hour will close the first of June with a birthday story for the ninth year of the children's room.

There are certain practical details which seem essential to the institution of a successful story hour. Like every other form of work it requires clear definition of purpose and plan and careful organization of method, however simple the method may be. Next in importance to securing the right person to tell a story is the formation of the right kind of group to listen to it. The group for our story hour has been formed in three different ways. The first is by age, making three divisions, four years to eight years; eight years to eleven or twelve years; and twelve to sixteen years. There must always be a considerable degree of elasticity in an age limit, but this has seemed the most satisfactory plan. A second method is by school grade; this we adopted in connection with the lectures. The third is on the basis of special interest in the subject, as in the case of Mr. Beard's story hour when the attendance was limited to boys who had used his books, and again in the case of the dog stories, when the boys and girls who owned dogs were specially favored. This last method secures the most interesting group. The size of a group must depend upon the room in which the story is to be given. We have found fifty a very good number for the two older groups, though fifty little children would find it difficult to see and to hear.

Admission by ticket has proved a very satisfactory solution to the difficult problem of

giving everybody a turn. The ticket is a mimeographed manila slip on which a line is left for the name of the child. The day of the week, and the time of the story hour are given on the ticket. A duplicate slip bearing the child's name and date is kept and by this we are able to tell when any of the children are having turns too often. The janitor forms the children in line outside the library and they are admitted promptly at 7.30, the hour given on the ticket. During the first month of the story hour the children would begin to come a full hour beforehand and there was a good deal of noise outside the building. On occasions such as were afforded by the lectures we found it desirable to have a policeman in addition to the janitor. It is very easy to transfer an outside disturbance to the inside, where it becomes far more difficult to check. I receive the tickets at the door of the children's room and have trained the children to seat themselves quietly, giving places to the little ones in front. The room is always in order when the children come into it. The tables are pushed back along the sides of the wall and the chairs are arranged in a semi-circle reaching close up to the story teller's chair in the middle. The children remove hats and coats, placing the latter over the backs of chairs. When all are seated the door leading into the hall is closed and I usually say something to the children to put them into an attitude of attention. Sometimes it is to tell them what the story is to be and who will tell it, but there is never any formal introduction of the story-teller. No grown people are admitted, for it is impossible to preserve the same atmosphere when they are present. If the story-teller wishes it I am always ready to withdraw. On one evening only has this been desired. When the story begins I retire to a seat out of sight of the story-teller and in sight of the children's faces. I need no further proof that a story hour pays and compounds interest. I dismiss my critical faculty for the time and enjoy the story with the children as one of them. Discipline is rarely necessary, but should be decisive when there is occasion for it. Any child who disturbs the story hour should be sent from the room immediately.

The length of the story hour is at the pleasure of the story-teller, since all the people who have told stories for us are volunteer visitors. The time has varied from twenty minutes to a

full hour. When the story ends the children are given an opportunity to say "thank you" to the story-teller, since we may not applaud in the children's room. As the children leave the room I stand at the door and wish them good-night. No line is formed on going out and if any of them choose to linger for a few moments to speak to the story-teller they are always at liberty to do so. They were told early in the year that the continuance of the story hour would depend upon their coming and going so quietly as not to disturb the older readers in the library. To secure such a degree of quiet and order has required considerable "training in," but the children now understand what is expected of them and seem to consider the requirements reasonable. We are never able to issue a sufficient number of tickets to supply the demand and there is always a group of children at the door who have come on a chance that there may be vacant places at the last moment. With a reasonable allowance for the variance of family clocks, we do not allow the children to come late to the story hour. They are sometimes admitted between stories. The parents or older brothers and sisters of children who wish to bring them to the story hour wait for them in the circulating department or in the reading room. The children who are accompanied by grown persons are not required to form on the outside line. The number of such children is small in comparison with the host to whom the night is as the day so far as the care of an older person is concerned. To those who maintain that children would be better off at home than at an evening story hour I would commend a convincing number of visits to the homes from which the children come.

Even if the story hour created in the children no desire to read the books in which the stories are to be found I should still feel that its practical value in the cultivation of habits of coming and going quietly, listening with interest, or when that fails with quiet respect for the interests of others, fully justified its existence. The effect in all these particulars upon the daytime use of the room is very marked. That it does produce the desire to read books there is abundant evidence in connection with all the subjects one would naturally expect children to care to read for themselves.

Generalization from particular experience

is a dangerous thing unless that experience is grounded upon principles strong enough to withstand the shock of change of circumstance or condition. I am fully aware that such a story hour as I have described would not fit every library. If it had been made with that intention it would not fit in the place where it belongs. I firmly believe, however, that some kind of a story hour is both perfectly possible and highly desirable in every library where work with children is being done, whether it be a small and poor library or a rich and institutionalized one. The first essential is that someone shall believe in it heart and soul, and since the way to that belief lies far back in childhood, there is no alternative but to get back into one's own childhood; the next step is to muster all one's resources and prepare to make them tell toward the desired object; and finally, to take all the things one is unable to do personally, find people who can do them and so order the work that it will seem an easy and a pleasant thing to come into it as a story-teller. It need not take eight years to make the start—eight months or even eight weeks might be sufficient in a town where one had lived always and in such relation with people as to know their real gifts and to be able to claim a share in them. I have given emphasis to the presence of flowers, pictures, lighted candles and other things which might be considered non-essentials of a story hour, because they seem to me to be essential both to story-teller and to children. If to another they seem trivial I can only say "I see it so," for I believe the final test of every story hour will be, not whether the story was perfectly told, but whether it was told in a way to create associations in the minds of the children that will abide with them forever.

THE LIBRARY GOOPS.

THESE "Goop" verses, written by Miss Hewins, have been printed on a card for use in the new children's room of the Hartford Public Library:

The Goops they wet their fingers
To turn the leaves of books,
And then they create the corners down,
And think that no one looks.
They print the marks of dirty hands,
Of lollipops and gum,
On picture-book and fairy-book,
As often as they come.
ARE YOU A GOOP? ? ?

THE SCHOOL LIBRARY QUESTION IN NEW YORK CITY.*

As the result of wide experience in elementary education, I have come to believe that teaching children to read is the primary purpose of the common school, and to know that skill in the art of reading can only be developed through a great amount of practice. During the years in which a child is learning to read he needs a more abundant supply of good reading matter than can possibly be provided for the ordinary school-room, and as the average home is sadly deficient in this respect he must form the habit of going to the library if his need is to be supplied. The public school and the public library are co-ordinate parts of our great system of popular education and they should co-operate directly in the work of educating the masses. Under the Carnegie endowment, New York city is rapidly establishing the most magnificent system of public libraries which the world has ever seen, and, to my mind, it is a deplorable fact that in the very face of this vast library development the Department of Education has adopted a policy which practically ignores the existence of the whole library system. Instead of teaching the children to use the public libraries, which are everywhere at hand, the educational authorities have set up a miniature plant of their own which has ten thousand different branches with an average annual maintenance fund of about four dollars and a half each. This ill-advised scheme was adopted by the Board of Education just when the time was ripe for a great educational advance through systematic co-operation between the school system and the libraries. The reorganization of the school system which followed upon the consolidation of the greater city coincided in point of time with the extension of the library system, due to the generosity of Mr. Carnegie, and so presented the opportunity for an alignment of these two educational forces.

There can be no question that the main function of the common school is to teach people to read and all its efforts should center in this primary purpose. The average child in New York city attends school about six years, and during this time the main essential is to help him to master the process of getting thought through the printed page, and to give him a taste for good reading. This is about all the public school can do for the masses, and it is more than has ever been accomplished up to the present time. With all our boasts, the great majority of the people who attend the public schools never learn to read even the simplest matter with anything like a fair degree of ease and rapidity. To verify this statement, which may seem amazing to you, observe the tedious and laborious

* Address delivered before the New York Library Club.

process which most people go through in reading a simple story or the morning paper. For the majority of them, reading is drudgery because the mere mechanics of the process have never been mastered, not to speak of the power to co-ordinate and assimilate the thought. The mastery of this mechanical process, or what is technically called "learning to read," is the most difficult part of elementary school work and it is, therefore, the part in which results have been least satisfactory. And why? Mainly for the want of books. We have had schools and teachers but not books. The child who is learning to read needs books, not one book or even half a dozen, but many books. His progress will depend almost entirely on the amount of interesting reading at his command. He must read, and read and continue to read, much as he learned to talk through constant exercise. If the average child could have books enough of the right sort, he would almost teach himself to read with the small assistance that he would naturally seek from those about him. It is a startling fact, and a wonderfully suggestive one for those engaged in the business of education, that about the only children who ever acquire skill in reading are those who never attend school. They learn at home in the midst of a great abundance of attractive and wisely chosen books and papers.

Some twenty-five years ago, educators discovered that the main reasons why children did not learn to read was because of the meagre supply of reading matter provided for the schools, it being customary at that time for a child to have but one reading book. As a result of this discovery a great agitation for supplementary readers spread over the country, and most schools are now supplied with such reading matter in the form of selections from standard literature, stories from history and mythology, and books on elementary science. These books are provided in sets and are used for class work, all children in a given section reading the same story at the same time. But it has now become clear that even this is not enough. In addition to such books, every child should have a generous supply of easy attractive reading matter of a more general nature, and it was to meet this need that the class library system was adopted by the Board of Education some two years ago.

The city of New York receives annually from the state about \$22,000 for school library purposes, on the condition that it shall appropriate a like amount for the same purpose, so that about \$44,000 is available for school libraries each year. During the time required to centralize the educational interests of the greater city, following upon consolidation, the library appropriations of the several boroughs accumulated, the entire balance available for library purposes in April, 1903, being nearly \$139,000. In shaping educational

policies for the greater city, a plan was adopted which provided that this money was to be applied, as far as practicable, to the establishment of a small circulating library in each of the class-rooms of the elementary schools. The money was therefore apportioned among the various schools of the city on the basis of the number of classes in each, schools already having some library books receiving nine dollars and eighty cents per class and those without such books sixteen dollars and sixty cents per class. In addition to the appropriation for class libraries, each school received a small allotment for reference books to be placed in its Teachers' and Reference Library. Mr. Claude G. Leland, of Buffalo, who was appointed Superintendent of Libraries, in charge of this work, prepared a graded list of books suitable for use in the different school years from which principals made their selections. It required time to make out requisitions, receive bids, award contracts, and deliver books, and it is only now that the class libraries are getting into operation in the schools in accordance with this plan. It would therefore be too soon to pass judgment upon the plan were it not that it is wrong in principle. It stands in the way of true progress.

A class library has some thirty books to start with and an average annual allowance of something over four dollars for the purchase of new books and the replacing of old ones. These facts alone condemn the system. Under the present plan, the class libraries are and must continue to be too small to be of any practical value for the purpose intended. It is a misnomer to call them libraries. As Superintendent Maxwell said when the plan was under consideration, "A little observation and reflection will convince any intelligent person that in our large schools the class library is impossible. There are about 10,000 classes in the elementary schools. We have not the means to provide 10,000 libraries." Nevertheless, in the face of this, the plan was adopted and an expensive machine was created in the schools, which can never be effective unless it is transformed by turning it over to the Public Library and making it a part of that system. Thirty books as a permanent collection in a school-room is of small value. There may not be more than one or two out of this number that a given boy or girl will want to read. But thirty books drawn from the Public Library to meet the needs of a particular class at any given time, and changed from time to time as occasion requires, would be a valuable addition to any schoolroom.

It is not the business of the Department of Education to supply the children of this city with reading matter for the homes. This work belongs to the circulating department of the Public Library which is maintained by the city for the purpose of providing books for children as well as for adults. The school

system is maintained for a different purpose, namely, to prepare the people to use the libraries. There has come to be a clear division of labor between the schools and the libraries, and it is important that those who are shaping the educational policies of this great metropolis should recognize the fact, because this division of labor is already creating the demand for systematic co-operation between the two institutions. Never before in the history of the world were conditions so auspicious for popular education as in these opening years of the twentieth century, and just because of this the need for intelligent direction in school affairs was never so great as now. It is of supreme importance that the foundations for the educational structure which this imperial city is building should be laid upon right lines.

The school and the library are products of the same forces, they are co-ordinate factors in the mighty work of educating the masses, and they are so mutually dependent that neither one can function fully save through the other. The chief instrument of both is the printed book. The printing press first brought books within reach of the common people during those pregnant centuries when the exploration of a new world, the revival of learning and the Reformation were creating a popular demand for knowledge. The popular impetus given to human life by the rise of physical science, and its application through invention during the eighteenth and nineteenth centuries, has transformed human activity and is now promising to culminate in the scientific organization of intelligence and its universal diffusion among men. In America, the movement for popular education first gathered force about the middle of the nineteenth century and has since been expending its ever increasing energies in establishing public schools and founding public libraries. From Massachusetts throughout the land free libraries have followed fast upon free schools, and these two triumphant institutions of the modern world are now being drawn together by the same forces which are compelling co-operation in other fields of labor.

A striking feature of the great library movement which has spread over this country since 1876, and which must eventually make the public library as universal as the public school, has been the rising consciousness concerning the need of direct co-operation between these two institutions. As early as 1870, the Boston school authorities began to confer with the library officials of that city concerning this important matter, and together they have since worked out a plan of co-operation which is now producing gratifying results. Chicago started such work in 1883. Time will not permit me to speak in detail of what has been accomplished in the way of developing a working relation between the schools and the libraries in

Boston, Chicago, St. Louis, Pittsburgh, Buffalo, Milwaukee and other cities, nor is it necessary for me to do so before this audience, as you are already familiar with these developments. Suffice it to say that the metropolis lags behind in this great work, and that the responsibility lies with the Department of Education.

For a number of years I have watched with profound interest the development of library facilities for children in the branches of the New York Public Library, and I am familiar with the splendid efforts which the branch libraries and the travelling library division have made to reach the children of this city, but I am convinced that substantial results cannot be achieved without the hearty co-operation of the teachers in the public schools—such co-operation as can only be secured by means of an official relation which will make the use of the libraries a part of the regular work of the schools. Until the teachers themselves use the libraries, and until they send their pupils to the libraries for information pertaining to school work, and for books which have been recommended, no great work can be accomplished with the children of the city. At present, the teachers are so occupied with less important tasks that they have not even time to use the small teachers' and reference libraries which are found in the school buildings. Uncut leaves in standard books which have been on the shelves for several years tell a tale. The new education seems to have resolved itself into an apotheosis of the non-essential. If the teachers could be freed from the mass of worthless detail which now enslaves them and given time to spend each day in a library preparing for the next day's work and renewing their spiritual forces, they might then be able to give the children that mental stimulus which is the very essence of real teaching. True teaching arouses the child's interest and thereby creates a demand for knowledge which can only be supplied through the wider use of books. So long as the mere textbook suffices for most of the teaching in the schools, our methods of instruction have not gotten far beyond the traditional textbook grind, and our much flaunted educational progress remains a beautiful theory which has yet to be reduced to practice. The saddest criticism which can be made on the city schools is the fact that they have no conscious need of the public libraries.

But the greatest objection to the present class library scheme is not that the libraries are so small, but that they do not connect through with the larger libraries beyond. If a class library were a collection of books drawn from the public library for use in the schoolroom, sent upon application from the teacher, selected by the pupils with the help of the teacher, read under her supervision, changed from time to time to meet the

changing needs of the class, and used primarily for the purpose of helping the children to an independent use of the public libraries it would be an admirable educational instrument. This is what it should be and what it now is in many other cities.

The class library scheme now in operation in the New York schools was copied from Buffalo, but it was shorn of its vitality by being grafted upon the school system instead of remaining a part of the public library system as it is in that city. It should be turned over to the Public Library where it naturally belongs. In order to accomplish this reform, it is obvious that the Department of Education must take the initiative. Concerning the financial aspect of such a transfer, either of two plans is feasible. The Department of Education might use its library fund for the purchase of supplementary reading matter as was originally intended by the law, in which case it would doubtless be necessary for the Public Library to have an extra appropriation from the city to carry on this work in the schools, or the Department of Education might make an arrangement with the library authorities by which the latter would use the school library fund for the purchase of books to use in the schools, as is now done in Buffalo. As to the details of a co-operative plan which would meet the needs of New York City, I do not presume to speak, further than to express my belief that such a plan could be worked out by the experts connected with the Public Library with the assistance of the school superintendents inclusive of Mr. Leland.

I am aware that this is a problem of vast magnitude, and that its solution is beset with difficulties, but it must be faced in the near future. The demand for higher educational results will compel its solution. Through all the centuries science or intelligence has been slowly organizing the work of the world through the greater division of labor, and it is now about to compel wider co-operation in the field of education in order to accomplish more effective results. Having recognized that every individual is entitled to an education, the modern world is bent upon the realization of this sublime idea, but it can only be effected through the co-operative principle. The idea of organizing ten thousand libraries in the schools is the product of the erroneous notion that the school is an institution complete within itself and sufficient unto itself, rather than one of the organs in our great social system whose vitality consists in its relation to the whole. The school has been held apart from life, but now its isolation is seen to be its greatest defect. The school is organically related to the home, the library, and the shop and the future of education lies in co-operation between these several institutions.

MATHILDE COFFIN FORD.

WORK WITH CHILDREN AND SCHOOLS IN THE PORTLAND (ORE.) PUBLIC LIBRARY.

THE story hour in the Children's Department of the Portland Public Library began with my first formal meeting with the children on May day two years ago. Following the example of Miss Moore of the Pratt Institute Library, we had a Maypole in one corner of the room, which was gay with ribbons and garlands and May baskets, and the little room itself was so transformed by the wild flowers that we might almost have been suspected of robbing the bowers of Maid Marian herself to get them all. A brief press announcement the day before brought a throng of children and the whole afternoon was a succession of story hours as group after group pressed about the Pole and listened to tales of Merrie England and the curious May day games and customs of long ago and the people who took part in them. Numbers of the children took books from the shelves labelled "Books about May day," and were quickly lost in the good green wood of a Robin Hood tale or were dancing around the Maypole at Merrymount.

The next formal story hour was in honor of Decoration day, when a flag bulletin suggested the literature of the Civil War and the children gathered around it for war stories. The keen interest which several of our boys and girls have since taken in American history dates from that day. One small boy almost exhausted the library's supply of historical literature and the patience of his family by the number of books he took home for them to read aloud.

For Independence day by some changes in the mottoes and legends the flag bulletin was made to refer to the Revolutionary period and added much to the interest of the story hour. For Labor day it was decided to bring forward some phase of the world's work, and the textiles were chosen. Around the great fireplace in the children's room was arranged a set of bulletins illustrating by means of simply worded descriptions and the actual specimens of the materials in various stages, the processes employed in reducing wool on the pelt and flax in the strand to worsted goods and to linen thread. The silk bulletin included the seed-like eggs, various stages of the silk worm itself, the chrysalis, the cocoon and different stages of the silk. A quaint spinning wheel was used during the story hour and the children seemed much interested in it. The third grade teachers of our city schools, who were about to take up the subject of clothing in their "home geography" classes, became interested in the exhibit, and at their request the textile stories were repeated to about forty of them who came to the children's room one evening. Subsequently nearly every one of these teachers made arrangements to bring their classes to

the room during school hours, for the textile stories. These classes contain from 12 to 85 children, and resulted in many new members for the children's department. It was at that time that the teachers began to ask for application blanks to distribute among their pupils, and to encourage them to join the library.

The following January the textile stories were supplemented by the story of cotton, illustrated by a cotton exhibit, which was rather more elaborate in detail than for the other fabrics, dwelling on the dyeing and printing of the cloth as well as on the previous stages. The last Labor day stories were about cereals, illustrated by a bulletin made especially attractive by the addition of specimens of grains in the straw from the state agricultural college, and by a set of samples illustrating the processes employed in making wheat into flour. A Mexican metate stone was loaned to us from the Museum, and added to the interest of the story hours on milling. A number of third grade teachers brought their classes to the library for the cereal story.

In the autumn of 1903, a series of Greek stories was begun on Friday afternoons. After two or three introductory stories on the general mythology of the Greeks, we plunged into the Iliad, never stopping—except for our Christmas story around a real Yule log—until we saw our beloved Ulysses safely home with Penelope at the end of the Odyssey. We found the Lang, Leaf and Myers translations of the Iliad, and the Butcher and Lang Odyssey most helpful in preparing the stories, as they enabled us to familiarize the children with many of the epithets such as Homer applies to the sea, which are lost in the metrical translation and which are by no means wasted on the children. For their own reading we have duplicated freely all versions of the Homeric tales which preserved enough of the original spirit and power to be worth buying, including versions by Pope, Church, Books and Hanson, and the Greek myths as represented by Hawthorne's "Tanglewood tales" and "Wonder book," Kingsley's "Heroes," Francillon's "Gods and heroes" and some minor ones. Needless to say these books circulated like popular novels and the horrid spell that had been cast over certain books by the term "non-fiction" began to lift.

With the beginning of 1904, the biographical calendar was introduced and story hours were held on from four to six birthdays each month. The subjects ranged from Julius Caesar to Edward the Seventh; from Michaelangelo to Miss Alcott, and in no way interfered with the Greek stories. Aside from the material brought together on the shelves labelled "Story hour books," the stories were illustrated by mounted pictures. Among our birthday story hours we shall not soon forget the celebration of the library's birthday on March 10th, when blinking candles proclaimed our age, and ferns and wild flowers made the

room gay. The subject of the story hour was the story of the book, illustrated by a set of exquisitely tinted reproductions of Alexander's mural paintings in the Library of Congress. Souvenir pictures of the library building made very appropriate book marks for the day. On our last birthday we had the story of the library from the days of Assyrian bricks till the present time. The children listened with wide-open eyes, and gazed with reverent interest at a little scroll of the Koran, some illustrated manuscripts and a great Koburger Bible of 1475 which bore the marks of chains.

On Marconi's birthday we enlisted the services of an expert electrician who set up a small dynamo and an X-ray apparatus and told the story for the day. Knowing the limitations of our little room postal cards had been sent to the children who had been reading the books on electricity from the library.

Last winter, following more or less closely the outline given in the pamphlet issued by the Carnegie Library of Pittsburgh, we began a series of story hours on the Norse epic, much as we had done the preceding winter with the Greek. In spite of several fair renderings of the Rhine legends by Frost, Guerber, Chapin, Maud and others and numerous mediocre retellings of the grand old tales from the Eddas, we found that the juvenile literature of the Norse myths cannot compare with that of the Homeric cycle. In spite of generous duplication of the best material available, we found that the Edda still waits for its Hawthorne to render it into the direct beautiful English of a "Wonder book" or a new series of "Tanglewood tales." As it was, the children read versions by Mabie, Litchfield, Keary, Larned, Bradish and Brown. They are too young as yet to take Matthew Arnold or William Morris for themselves, yet we tried to bring out something of the spirit of Sigurd the Volsung in the story hour. The children enjoyed these stories as much as the Greek and read what we could get, yet it seemed best to hasten through the Rhine legends and the Wagner tales so that we might be free to take up the Soldier stories, suggested by the success of the navy stories and the navy bulletin posted last summer when three men-of-war were in the harbor.

The Soldier story hour has been based on Creasy's "Fifteen decisive battles" and illustrated by an elaborate set of bulletins on the ancient, the mediæval and the modern soldier. The loose sheets of the beautiful folio issued by the Quartermaster's Department at Washington on "The uniforms of the Army of the U. S. from 1774-1900" including 47 lithographic plates, have added much to the interest of the stories. Some old Springfield rifles have been loaned to us and are stacked near the bulletin, and the sabres which are crossed on the hunting draped mantel add to the military effect. The color scheme for

the bulletins is, of course, red and blue. Before these soldier stories are concluded, we expect to touch upon all the historical literature of the collection. Many of the children are following the stories from week to week, using the tales from Herodotus and from Plutarch and the long neglected Abbott biographies of the old-time warriors. Aside from the satisfaction due to the happy relation between the children and the story teller, there is a very grateful sense of having helped them to form a taste for something beyond the Elsie books and Mark the Matchboy, and of seeing the best books in the room in constant use. These story hours, illustrated by carefully prepared bulletins, have been the chief means of reducing our fiction per cent. from the 67 per cent. of two years ago to the 55 per cent. of last month.

The work of the library with the schools has been a part of its symmetrical growth. Contrary to our inclination, we have been forced by the limitations of our equipment to adopt a conservative policy toward the city schools. The collection of juvenile books from which we serve over 2700 children is about 3000 volumes—to say nothing of the demand made on our resources by the city and county teachers who use their teachers' cards as freely in this room as in the main library. By careful husbanding of our resources, we have been able to meet the demands made on us by the schools and to establish cordial relations with a great number of city teachers. The interest of the third grade teachers in the exhibits for Labor day resulted in an invitation to talk to their teachers' association on how the children's library could co-operate with the schools. At request, two of these meetings were held in the children's room. In addition to suggestions about books directly helpful in their work and exact reference to pages and book marks to keep these places in the books which had been reserved on special shelves for the occasion we had several hundred pictures neatly mounted on green cover paper to illustrate their class work. The teachers' appreciation of these pictures is shown by the fact that within the next three months 2700 were circulated. One middle-aged teacher confessed that her geography class was no longer stupid, since she had access to the library pictures. During the following year, the picture circulation amounted to over 11,000. The picture collection is made up of pictures cut from old periodicals, worn out books and railroad publications, supplemented by Brown's "Famous pictures," the Century portraits, *Birds and Nature* plates and a few others. The collection has been placed in charge of an assistant who keeps the pictures classified, and sees that new pictures are mounted, so that all orders may be filled promptly. A large number of religious pictures not adapted to public school use are circulated among Sunday schools.

But aside from the privileges and duties as a city library, the Portland Public Library is also free to all residents of Multnomah county. To quote from one of its reports: "Perhaps the branch of the juvenile work that stands for the longest step forward in the progress of library usefulness in our community is the work begun in the county schools. There are 62 schools in Multnomah county outside the city limits of Portland. Most of these are off the car line or a long distance from town, so that the children are debarred from library privileges and in many instances shut out entirely from opportunities for good reading. Some of these county schools have libraries of their own, others are not so fortunate, all of them seem to welcome a box of fresh, new reading matter. The children's librarian, in consultation with the county superintendent, chose 150 titles, and ten copies of each were purchased, it being the policy of the juvenile library to buy several copies of a book known to be good rather than to multiply titles and introduce mediocre material. These books are not textbooks, nor books of supplementary reading, but books of standard children's literature in good editions which will give lasting pleasure to the happy child who reads them and perhaps form the basis of taste in literature, of interest in history and in art, which will be to him a resource and a safeguard through life. The librarian and the children's librarian were asked to meet with the County Teachers' Progress Club at one of its monthly meetings, to tell them of the resources of the library and to explain this plan of sending out boxes of books, 20, 30 or 60 books, according to the size of the school, these boxes to be kept for three or four months then exchanged with a neighboring school and finally returned to the library in June. The plan was warmly welcomed and the pleasant relations then established with the county teachers have continued."

By careful manipulation of these books, each school may receive boxes for several years without getting any of the same titles twice. Since the collection was first established, the number of titles has been almost doubled, yet we purpose to keep the number of titles small enough so that there shall be no unfamiliar ones among them. During the first year the collection was used, 61 out of 62 county schools made use of them for an average of five and a half months in each district. The total circulation of the 1300 volumes for the year was 10,000, and the fiction per cent. 33, owing partly to the character of the collection. The teachers and county people have been enthusiastic in their appreciation of the books. For the schools located near the city, the directors drive to the library to get the books, and the bits of school gossip and local politics they bring us deepen the human interest.

In visiting the county schools, we are al-

ways cordially received and make it a practice to go from room to room taking along the little packet of book slips and going over the book titles suited to each grade, and endeavoring to tell the children just enough of the contents of each book to tempt them to read more. For the primary grade, a fairy tale supplants the book talk and enables us to get acquainted with the children and with their teacher.

At the children's library, the city and county teachers come to us in such numbers at the weeks' end that Saturday is one long reception day. Some of them know the books so well that they find what they want at once, though most of them require personal help, and the day is seldom long enough for all that we wish to crowd into it.

The fact that so much time and effort has been devoted to the work with the schools speaks louder than words of our estimate of its value. Time alone can decide how permanent it will be, and yet though the interest of individual teachers may wax and wane and statistics of circulation may fluctuate we believe that we have made the interests of the county schools our interests, and their people our people, "for always and always and always and always." Furthermore, we are impatient for the time to come when we shall be able to say the same of the schools of our own city.

-- HARRIOT E. HASSLER,

Children's Librarian, Portland Public Library.

NOTES ON THE HARTFORD PUBLIC LIBRARY IN RELATION TO THE SCHOOLS.*

THE reference department should be the connecting link between our schools and the public library and to a certain extent I hope it is, though the connection is neither as evident or binding as we should like to see it. Here come teachers of every grade to find out our resources in their special lines and look up material for the use of their pupils; here we receive notes with such requests as:

"Please send references on:

Refutation of Darwinism.

Hero worship, (not Carlyle's).

Madonna in art.

Henry Hudson revisits N. Y.

The bearer will wait for books"; or,

"We want all the material the library has on the Battle of Gettysburg, as we are to study this subject during the week and need supplementary reading."

Here come scholars preparing for compositions—though I regret to say they are called "themes" and "theses." From the High School come scholars with required readings for which they have the exact paging but

nearly always have forgotten to note the title and quite often the author as well. There is a constantly increasing demand for mounted pictures, illustrating nearly every study taught in the schools. In the past year we have been asked for pictures of Glaciers; Prairie life; A primitive loom, showing mechanism and construction; Japanese customs; The seven wonders of the world; Silk culture; Examples of early Italian painting; Costumes of knights, not in armor and in color if possible; etc.

Debates, of course, are with us always and represent more hard work than almost anything else we do for the schools. As a general rule we require three days' notice of subjects, which gives us time to look up satisfactory references and place the books on a special shelf to be reserved until the day of the debate, and used in the reference room. In this way we can secure better material and no one debater can monopolize the best points. In one or two schools the principal sends for books to be kept in the school buildings, and in one school the leaders of the debate are sent to us with no warning but with the understanding that they are to look up their own references under guidance, not to leave the whole matter to us. As far as the individual is concerned, this is, of course, the best plan, but it implies quite as much work for us, and more, perhaps, for the teacher, who must give the pupil some idea of the beginnings of his work.

The library has nine regular and five irregular branches in schools, all of which are at considerable distance, and including two of the parochial schools. These consist of 41 libraries of from 20 to 150 books each, 2290 in all, selected in part by the teachers but largely by the librarian; they are charged to the schools and sent out as early as possible in the fall to be kept until the summer vacation. These little libraries are placed in the school rooms or offices at the discretion of the principals and are loaned to the children under the usual rules of the library, with these exceptions; instead of requiring the signature of parent or guardian on each application the school is allowed to stand in place of parent until such time as the child wishes to be transferred to the main library; cards are not numbered but stamped with the name of the school and teachers charge with pencil or pen, so that we can readily detect any attempt to use both branch and library. Of course no child has a card at a branch and at the main library at the same time. For the most part the school libraries are made up of good stories, biographies, out-door books, etc., with a few special books asked for by teacher or children; one, for instance, has twice included a coin and stamp catalog for two boys who were collecting. The books are intended for outside reading, rather than for reference, although we are often asked to send books that will help in the school work, where the school facilities are not equal to the demand.

* Part of paper read before Connecticut Library Association, Hartford, Ct., Feb. 21, 1905.

One of the irregular branches is a collection of twenty books for boys, with startling titles and gaudy covers. These were selected to help a teacher in one of our most difficult districts and one quite removed from the library. Some of her boys had discovered the worst form of dime novel and were devouring volume after volume, with marked effect on their behavior. One mother having questioned her boy, he said: "We've got to read something interesting and exciting and there ain't anything else"; so she made a bargain with him, promising that he should have "something interesting and exciting" if he would give up dime novels and reading "on the sly." Not being able to buy the books, she went to the boy's teacher, who in turn came to the library for a list of suitable books which she intended to draw on her own card for the benefit of that one boy. It seemed hardly fair to us, that only one should be provided for, so, having made out a list of alluring titles of exciting but healthy books for boys, we sent it to her saying that twenty books had been set aside which she might have for her boys and girls, if the boys cared enough for them to come and get them. She has since told me that the entire school volunteered to come, and three being chosen, they put in a prompt appearance, walking both ways on a stormy afternoon, no small test of their appreciation as they were not big boys and each had six or seven books to carry. These books are to be exchanged whenever the teacher thinks best for twenty more which she may select from the list sent to her.

Apart from the branches and special lots loaned to teachers on study cards, we have the school duplicates; sets of 50 copies each of school classics, owned and stored by the library, but controlled by the principals of the district schools, who send us a list of assignments at the beginning of the term. These books are supplementary readers, are kept independently and do not circulate as library books.

This is mainly what is done by the Hartford Public Library and now, What might be done to improve matters? First we wish that teachers and pupils would make better use of the library, that is, would be willing to avail themselves of certain helps and shortcuts, such as other people are expected to use. Thus, it would be better for both teacher and library assistant if the former would consult a catalog rather than call the latter from her post to look up numbers, titles, or even authors before she can go to the shelves, involving loss of time and often blocking the desk work, as it is more than likely to be a rush hour. Granted that our catalogs should be easier to consult and need a constant revision which we are unable to give them, still, it would be quicker to apply to the assistants in the reference-room when the catalog fails. As to the children, once in a while we have a visit from a class (with or without the

teacher), wanting to exhaust the resources of the library and having but ten minutes to spare from a round of sight-seeing; once in a while a teacher comes with one or two pupils and shows them all the intricacies of catalog, cyclopedias, and Poole's Index; once or twice I have seen the order reversed and the pupil playing the part of teacher. But the majority of the children come to us in the raw and many evidently expect to find ready-made debates, or to receive verbal answers to their questions. Over and over again have they told me, in answer to my suggestion that their teacher meant them to select their own points or ideas from the books, not from my advice, "She said she didn't care who we asked so long as we found out; anybody at the library could tell." I accept the compliment in behalf of my fellow-workers, but I insist that this is not the proper use of a reference room.

Then the subjects given out for debates! Not one of our teachers, if they realized what it meant, would send boys and girls of ten, twelve, or fourteen years, (to say nothing of little tots), to the library to look up references on:

Resolved, That slavery was a social, political and moral evil to the South:

That the Indian has been unjustly treated by the Government: or, even worse—

That the Indian has suffered more at the hands of the white man than the negro.

Anyone who has ever glanced at the books dealing with the Indian and negro questions will agree with me that very few of them should be given to young boys and girls. What can we do, however, when lists are brought by children who are not satisfied with the material selected for them? Not that I wish to curb their reading: for I believe that, all else being equal, few children see the undesirable in books. But to deliberately call their attention to much that is of necessity contained in books on the Indian and negro question is another matter, and I can but believe that our teachers are not familiar with these books or with the main arguments and points suggested for discussion. If such subjects must be discussed by pupils in the grammar grades, the responsibility of selecting the books of reference should remain with the school and the subject be modified to such an extent that simpler books would meet the needs of the debaters. On the library side I think we should have on our shelves more text-books, not the same perhaps, but of the same rank as those used in the higher schools and colleges; we should have more intimate knowledge of the needs of each school and teacher, and should know in advance, the subjects given out for formal themes, graduation essays and similar competitions.

ESTHER B. OWEN, *Hartford Public Library.*

THE CARNEGIE LIBRARY OF PENNSYLVANIA STATE COLLEGE.

COLLEGE libraries adapt themselves to the environment from which they spring. The type form of structure has little application, special needs and conditions have primary consideration. The plan of a college library is, therefore, of a piece with the institution which constructs it. A wider range of utilities is thus conserved, and specialized functions provided for. In brief, nowhere is adaptation without ornateness, simplicity without the sacrifice of beauty, so fully realized as in the college libraries of our country.

I think one could go a step farther and point out in the universities of the people, the land-grant colleges and their libraries, a yet closer and more definite illustration of this fact. These institutions have dealt with the problem of correlation of supply and demand as have no other of our forms of social growth. They arose from a law of inner necessity that a free people provide a free education; that the so-called learned professions do not monopolize the educational output. In meeting this new demand and this new problem, experiment and adaptation were the only available guides. Tradition could not be relied upon, there were no precedents. The problem was new, hence the solution must be original, but evolved from conditions at hand.

The Pennsylvania State College, this year to celebrate its semi-centennial, is one of the best examples of this evolution. Chartered in 1855 as The Farmer's High School, it has become one of our very foremost technical schools, with an enrollment of over 700 students. The institution, notwithstanding its christening, was of collegiate grade from the beginning, and its place as the crown of Pennsylvania's school system is now well assured.

The new library building, of which an exterior and floor plans are shown in this number of the JOURNAL, is instinct with the spirit and purpose of the college. Its plan seems both to fit present demands and to prophesy future development. Several months of actual use have brought out its utility and adaptableness to our library needs. This, after all is said, is the real test; does it provide a home for readers; is it a retreat for the scholar; does it naturally and by very necessity teach to the user the lessons of self-help; is there an atmosphere that makes the reader content to linger, persist to gain the very spirit of wisdom? These should be our concern and pride, not the number of volumes alone, the number of times each book circulates, the number of accessions bulletined, etc., for such things become less significant, the more significance we give to them.

The building was dedicated on Nov. 18, 1904. The occasion was notable on account of the presence of the generous donor, Mr.

Carnegie, whose words will be treasured with like honor as his gifts. To quote but two sentences, because they sum up the intellectual and emotional forces of the man: "If the teachers of mankind be right from Homer to Washington, then the only solid foundation upon which can be erected a society marching ever upward and where the rights of democracy can be maintained, must rest upon the universal education of the people." At the close of the address, he turned to the president of the board of trustees with these words: "General Beaver, I hand you this key. Take it, sir, from one who loves Pennsylvania, who loves the State College of Pennsylvania, who loves the people of the United States, and who would serve them all well." Who, we might appropriately ask, has done more in these later days to make education universal, or whose love for state and nation is greater, tested by the rich fruitage of good works? At the dedication exercises were present also Governor Samuel Pennypacker, Mr. Charles M. Schwab, Deputy Attorney General and Mr. Frederic W. Fleitz. The state librarian, Mr. Thomas Lynch Montgomery, delivered an able address, setting forth historically and practically, the relation of the library to higher education.

The building, the cost of which is approximately \$150,000, is three stories in height, and constructed of cream-white brick with granite and terra cotta trimmings. Its length is 146 ft. 10 in., its width 96 ft. 4 in. The general plan of construction embraces a central reading and delivery room, bordered by alcoves and seminar rooms. The reading room is surrounded by a five-foot passage way, enclosed by an oak and glass partition, from which entrance is had to the alcoves, on one side, and to the administration rooms upon the other. A gallery surrounding the reading room affords entrance to the seminar rooms. In addition to this each alcove has means of communication with its corresponding seminar room by a spiral stairway.

The reading room is 45 x 70, extending upward to the skylight, guaranteeing an abundance of light. Tables are placed to seat 160 readers, in addition to the accommodations provided for students in alcoves and seminars. Two rows of shelves extend around the reading room, the extension top of which furnishes a convenient place for some of the popular magazines, and the most used reference books. The shelves contain reference books, and a few sets of bound magazines. The room is perfectly lighted, there being directly available 80 table lights, with mellow green shades, and nearly 200 other lights suspended from ceiling, bordering the gallery, and side walls and pillars of the room. A stack room, substantially fire proof and fitted with automatic fire-doors, flanks the reading room on the west side of the building. This is fitted with a three-story stack of steel construction with a capacity of about 35,000 vol-

umes. The alcoves and administration rooms are likewise fitted with steel shelving, so that the total present capacity of the building approximates 50,000 volumes. This could readily be doubled by carrying out the complete plan of interior equipment.

The basement, floored in concrete throughout and a full story in height above the ground, contains a newspaper room, 40 x 52, a store room 40 x 40, a bindery and vault room 40 x 40, and a receiving and packing room 52 x 40, besides a fire-proof vault. There are also janitor's and engineer's rooms, dynamo room, bicycle room, and closets in the basement.

On the main floor, in addition to the vestibule and a handsome lobby, are found the map and chart room, 17 x 34, the main reading room, periodical room, 16 x 22, and alcoves for engineering, for mathematics, for agriculture and biology, for chemistry and physics. On this floor are also a ladies' reading room, 20 x 28, librarian's rooms, 20 x 24 and 12 x 20, connected by spiral staircase with vault room and vault in basement, and with the library committee room on the second floor, a bibliography room, and a room for accession and cataloging, 16 x 22.

On the second floor, over the map and chart room, is a handsomely appointed meeting place for the trustees of the college, while from the gallery surrounding the reading room are grouped a library committee room, 16 x 20, a college historical room, 62 ft. 10 in. x 16 ft. 3 in., and the seminar rooms.

The building is lighted by electricity, heated by steam, and ventilated by the fan system. Every detail of plan and construction conspire to make it serve its real function as the brain or nerve center of the life of the college, the central laboratory where all lines of information may be conserved and correlated into vital unity. As President Atherton so forcibly expressed it, we have tried to look upon this building as the great working laboratory of the living soul of the institution, a laboratory in the truest and highest sense, ever engendering and serving a social community of readers and students.

The administration is liberal and based upon the honor system. Students have free access to books in reading room and the alcoves, and to the stack upon the issue of a simple permit. Self-help, self-acquaintance with the catalog, shelves, indexes, and bibliographies are our cardinal aims. The librarian and his technical machinery ought not stand between the inquirer or reader and the books he wishes. Time and pains taken to show the student how to find what he wants or needs is of more lasting service than any amount of information, ill-digested and schematic as such information must be, when account is taken of the varied demands and limitations of the library worker.

ERWIN W. RUNKLE, *Librarian*.

BI-STATE LIBRARY MEETING AT ATLANTIC CITY, N. J., MARCH 31-APRIL 1.

THE ninth annual joint meeting of the New Jersey Library Association and the Pennsylvania Club was held at Atlantic City, March 31-April 1, 1905, and proved the most successful and most largely attended of any in the series. The Hotel Chelsea made a delightful headquarters, the weather was sunny and springlike, and the distance and expense of the Portland Conference were probably largely responsible for the unusually large and representative attendance, which seemed almost like an A. L. A. meeting. Besides the three sessions of the Bi-State Meeting, the Council of the American Library Association held its first interim meeting, and there was a special meeting of the New Jersey Library Association.

The first session, on the evening of Friday, March 31, was conducted by the New Jersey Library Association, Mr. Dana, the president, in the chair. It was opened with an address of welcome by Mayor Franklin P. Stoy, to whom this task has fallen every year since the first meeting. Mr. Alfred M. Heston, on behalf of the trustees of the Atlantic City Public Library, extended an invitation to all librarians to visit the new Carnegie library building, and spoke briefly of the bright prospects before the library in its new quarters.

Mr. Dana gave an informal review of the library record of the year past, particularly in its bibliographical aspect, and introduced Melvil Dewey, to speak on "The A. L. A. catalog: how it was made; what can be done with it." Mr. Dewey spoke of the great changes in library work due to the growth of the last decade, and of the fact that cost of administration and especially of cataloging processes was one of the great problems of the day. The solution lay in the simplification of methods, and in co-operative aids. Among the latter the "A. L. A. catalog" takes a foremost place. The plan upon which it was prepared was outlined, and despite its many imperfections it was felt that it was a creditable and useful production. Catalogs and indexes on similar lines for other subjects are needed, among them an A. L. A. catalog of the best maps; a catalog of music, indexing composers and instruments; an index of portraits, such as is now in course of issue; a catalog of photographs desirable for a library collection, etc.

The use of the "A. L. A. catalog" in connection with the printed catalog cards of the Library of Congress was described by Charles H. Hastings, in charge of the L. of C. card distribution, who urged especially that librarians should read the circulars of information issued in connection with the printed cards.

Miss Beatrice Winsor, of the Newark Free Public Library, read a short practical paper

April, 1905]

on "Current aids in book selection," describing with brief comment the various annotated catalogs, printed cards, selective book lists and bulletins that are available and helpful in the selection of books for libraries. Her paper was followed by discussion of the general subject.

Mr. Fletcher spoke of the plans of the Publishing Board in the issue of the new *A. L. A. Booklist*; Miss Haines referred to the practical use of the "A. L. A. catalog" as a catalog of the smaller public libraries, in part or in whole, and spoke of the variety and excellence of American aids to book selection as contrasted with what has been done in this direction in other countries; Mr. W. P. Cutter said that in the Forbes Library, Northampton, 125 copies of the "A. L. A. catalog" had been sold to library users within one month; Mr. Hill stated that in the Brooklyn Public Library the "A. L. A. catalog" is used in all branches as a catalog of the branch collection; and Mr. Bishop spoke of the use that might be made of the "A. L. A. catalog" as a catalog of private libraries.

In connection with this session there was displayed a full and interesting exhibit of the catalogs, book lists and bulletins referred to, and a list of "Some of the recent and current aids to book selection," compiled by Miss Winsor, in practical illustration of her paper, was issued as a neatly printed pamphlet for general distribution.

On Saturday morning the second session was held, in the lecture hall of the Carnegie building of the Atlantic City Public Library, under the auspices of the Pennsylvania Library Club, John Ashhurst, president, in the chair. In a brief introduction Mr. Ashhurst congratulated the two associations upon having successfully accomplished the principal work which they originally started out to do. He said that it was eight years this month since at the first joint meeting of the clubs the idea of a free public library for Atlantic City had been first suggested, and called the attention of the members to the fact that the seed of the institution in which they were now meeting for the first time had been planted in a very definite sense by themselves.

Mr. Ashhurst stated that among the recent acts of Congress was one authorizing the free passage of books and reading matter for the blind through the mails. He then introduced Dr. Robert C. Moon, the secretary of the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind, whose exhibit was awarded a gold medal at the St. Louis Fair. Dr. Moon read an interesting historical paper on "Books and libraries for the blind." Specimen cards giving the alphabetical key to the Moon embossed characters, as well as sample pages of reading matter for the blind, were displayed in illustration of this address.

In the absence of Miss Frances Jenkins Ol-

cott, chief of the children's department of the Carnegie Library of Pittsburgh, her paper upon "Reading for young people" was read by Miss Jessie Welles, the head of the circulating department of that library.

Mr. Clinton Rogers Woodruff, first vice-president of the American Civic Association, was then introduced, and delivered an eloquent address on "Education through free lectures." At its close, on motion of Mr. Thomson, a vote of thanks was extended to the trustees and officers of the Atlantic City Public Library for their courtesies, and the session was then adjourned.

The final session on Saturday evening was held in the Hotel Chelsea, under the chairmanship of Thomas L. Montgomery. There was no program, and the session was general and informal in its nature. Dr. Ernest Cushing Richardson, of Princeton, president of the A. L. A., was the first speaker, giving a short address on "The American Library Association." He spoke of the increase in the activities of the national organization, and stated that the conference to be held at Portland, Oregon, in July next, is significant of the fact that the A. L. A. is taking up the full responsibility of its duties, as the Northwest is particularly deficient in public libraries. A great need of the A. L. A. is a central executive office with a salaried official who can devote his time to the work, and Dr. Richardson said that an attempt to partially supply this need had been made by the Council at its recent meeting.

The chairman then introduced Dr. William Osler, who had been asked to speak on "Medical libraries in America." Dr. Osler began by praising the character of the work done by library associations in America. He then described briefly the different classes of medical libraries to be found in the United States. The greatest medical library in the world, he said, is that of the Surgeon-General's Office in Washington, D. C. It is the great consulting library for the profession throughout the country, and is made particularly accessible through its great liberality in lending books. There is no library in the world so thoroughly well organized as this. He noted as second in importance the group of medical libraries in New York, Boston, Brooklyn, Baltimore and Philadelphia; and thirdly the small medical libraries of from 15,000 to 20,000 v., found in the smaller cities. The work of the Association of Medical Libraries, organized a few years since, was also mentioned.

Mr. John J. McFarlane, librarian of the Commercial Museums of Philadelphia, then gave an interesting account of the scope and character of that library. The work of the museums was the outcome of the necessity to explain and place before the people at large and manufacturers in particular the raw products of the country. It was designed to have both commercial and scientific mu-

seums. The necessity for a library was evident, and the one created differs from libraries in general in having been created to meet a special need. It is confined necessarily to a limited number of subjects, but within these subjects it claims to have the finest commercial library in the world. Readers are sent to the library of the Commercial Museums even from the Library of Congress, while the excellence of this institution has advertised the city of Philadelphia throughout the commercial world.

A short discussion relative to the rebinding of library books followed, opened by Mr. William P. Cutter, of the Forbes Library, Northampton, Mass. Owing to the inferior quality of binding and paper used by modern publishers, necessitating the rebinding of a volume three times in order to circulate it 100 times, Mr. Cutter suggested that librarians co-operate in ordering say 1000 copies of a work at a time from publishers, insisting that these be printed on a good paper, and then have the books bound in a durable way. He estimated that librarians might in this way save 10 per cent. of their expenditures for books and binding, a profit which might be devoted to the acquisition and maintenance of the permanent office and executive officer desired by the A. L. A.

Mr. John Thomson contested Mr. Cutter's statement that a book needed to be rebound three times in order to circulate 100 times. By the purchase of good material, the engaging of good workmen, with a competent binder in charge, the Free Library bindery had supplied books which had circulated from 100 to 250 times with but one rebinding.

Mr. Dewey stated that the A. L. A. Council had appointed a committee to investigate the points of material, paper and binding, and that organization and combination in this, as in other library matters, was at the bottom of success. Henry Malkan spoke of the cost of binding, and E. W. Gaillard referred to the excellent quality of the binding shown at the recent binding exhibit at the Newark Free Public Library.

In the absence of Mr. Faxon, Miss Haines announced the arrangements made for the Portland Conference in July, and Mr. Hill added a few words on the same subject. Mr. Robert P. Bliss, the secretary-treasurer of the Keystone State Library Association, announced that the annual meeting of that organization will be held at the Delaware Water Gap on Oct. 6-8, 1905, headquarters to be at the Kittatinny House.

Mr. Hill then congratulated the officers of the two associations on their choice of a meeting place at Atlantic City this year, which had proved satisfactory in every way, and Mr. Montgomery announced that, in the absence of any other business to be considered, it was with regret that he declared the adjournment of one of the most successful of the Bi-State Meetings at Atlantic City.

CIVIC RELATIONS OF LIBRARIES, MUSEUMS AND ART GALLERIES.

In connection with the proposed drafting of a new charter for the city of Chicago, the Chicago Library Club recently appointed a committee to formulate and present to the Charter Convention suggestions regarding the establishment of a Board of Public Libraries, Museums and Art Galleries, which should have supervision of the general library, museum, and art interests of the city. A committee of five members of the club was appointed, with Mr. A. G. S. Josephson as chairman, and other educational interests were represented by the following persons, serving in an advisory capacity: N. H. Carpenter, secretary of the Art Institute; O. C. Farrington, of Field Columbian Museum; George E. Vincent, Charles Zueblin, and G. H. Locke, of the University of Chicago; J. H. Hoscic, of Chicago Normal School; Graham Taylor, of the Chicago Commons; Miss M. McDowell, of the University of Chicago Settlement; and W. M. Payne.

The report of the committee was submitted at the March meeting of the club. It includes, as the report of a sub-committee, an outline prepared by Professor Farrington of the ideal relations that should exist between the public libraries, museums and art galleries of the city. The purpose of this ideal relationship is to make these institutions of the greatest possible benefit to the people of the city, whose right to such benefit is based upon their contribution of financial support. Institutions not supported in any way by the people are therefore excluded from consideration. A single governing board is regarded as probably the only practical and hence the ideal way in which the people can control the derivation of benefits from the institutions named. The report then considers the organization and functions of such a board, in brief as follows:

Shall the board be divided into parts or govern all the institutions as a whole? All institutions of the character named should in some way be treated as a whole. "Their aims and purposes are in a large measure the same and it seems desirable, therefore, that an intimate co-operation and comity should exist between them. The museum illustrates the objects of which the library tells; the library describes the objects which the museum exhibits. Art and science depend upon literature for their preservation and progress, and literature finds its stimulus in arts and science. Any way of facilitating communication and mutual action among institutions representing these aims which shall at the same time preserve the individual purpose of each is worthy an effort at adoption."

As the board must deal with questions of finance, public welfare, and technical progress, it should be composed of persons capable of effective financial management, and

also of those versed in art, science and literature. It should not be too large for effective action, and its members should receive a moderate compensation, sufficient to insure good service, but not large enough to be striven for on account of the compensation alone. For term of office, reappointment during satisfactory service is recommended. As to appointment, this might be through action by a commission constituted somewhat like a civil service commission; or "another method of appointment, and one which would seem to be sufficiently ideal, would be that of one member from each board of trustees or staff of institutions of the character we are considering, together with one member of the school board, one from the city council, one from a social settlement and three members at large."

Regarding the duties of such a board, "it may be said that such a board would find its own powers; that its efforts might properly be simply advisory at first and gradually find ways in which more direct service could be rendered. Nevertheless, the ideal may be stated to be that such a board should have power to receive and expend appropriations for and in other ways promote as they may best be able the extension and distribution among the people of the city of Chicago of the privileges of her public libraries, museums and art galleries in proportion to the extent to which these institutions are supported and maintained by the people."

On the basis of this outline the committee submitted to the Charter Convention a series of recommendations, providing (1) for the establishment of a general educational commission of 11 members, authorized to pass on all appointments to the board of education and the library board, and on appointments of teachers and members of library staffs; (2a) for a reorganization of the board of directors of the Chicago Public Library, to be composed of one member of the board of education, one principal or teacher of the city public schools, one instructor in a university or technical school, one museum curator, one resident in a social settlement, and three members at large; (2b) that the board of directors of the Chicago Public Library thus created "be trustees of all libraries, museums and art galleries owned by the city, and represent the city, through delegates of its own selection from among its members, on the boards of similar institutions in the city of Chicago desiring to have the city so represented;" and (2c) that the board in question be named the Board of Public Libraries, Museums and Art Galleries of the City of Chicago.

These recommendations were duly presented to the Charter Convention. They were not accepted, but it was stated that the ends desired might be attained through a council ordinance. The committee therefore requested and received authority to address the mayor and city council on the subject.

BULLETINS OF THE A. L. A. COMMITTEE ON BOOKBUYING.

Bulletin no. 12, February, 1905.

HERE are books published a little over a year ago, and now exempt from the rules regarding discount. Look in *Publishers' Weekly* for others.

Cambridge Mod. Hist. vol. 2. Reformation. \$4. Macmillan.

Austin. Steps in expansion of our territory. \$1.25. Appleton.

Bateson. Mediaeval England. \$1.35. Putnam.

Day. Policy, etc., of Dutch in Java. \$2. Macmillan.

Gosse. Jeremy Taylor. \$75. Macmillan.

Paul. History of modern England. Vols. 1 and 2. \$2.50 each. Macmillan.

Wright. Heart of Nature Series. 1st, 2d, 3d readers. \$30 each. Macmillan.

Barrett. Abraham Lincoln. 2 v. \$5. Clark.

Bradford. Angler's secret. \$1. Putnam.

Scott. In Famine land. \$2.50. Harper. Feb. 20.

Leupp. Man Roosevelt. \$1. Appleton.

McClellan. Oligarchy of Venice. \$1.25.

Houghton, Mifflin & Co.

Fiske. Modern bank. \$1.50. Appleton.

Feb. 27.

Kufferath. Parsifal of Wagner. \$1.50. Holt.

Roberts. Anthracite coal communities. \$3.50. Macmillan.

Streeter. Fat of the land. \$1.50. Macmillan.

Johnston. Napoleon. Barnes. \$1.

Shaler. The citizen. \$1.40. Barnes.

Riley. His pa's romance. Bobbs-Merrill.

\$1.

Miller. With the birds in Maine. \$1.10.

Houghton, Mifflin & Co.

Mateer. Siege days. \$1.25. Revell.

Gordy. Political history of the U. S. 2 v.

\$1.75 each. Holt.

De Windt. From Paris to New York by

land. \$3. Warne.

Lounsbury. Standard of pronunciation in

English. \$1.50. Harper.

Rainsford. Preacher's story of his work.

\$1.25. Outlook.

Seager. Introduction to economics. \$2.

Holt.

Talbot. Samuel C. Armstrong. \$1.50.

Doubleday.

Elwell. Advanced bridge. \$1.50. Scribner.

Lawton. Introduction to classical Latin.

\$1.20. Scribner.

McFayden. Messages of the Psalmists.

\$1.25. Scribner.

Huneker. Overtones. \$1.25. Scribner.

Briggs. New lights on the life of Jesus

\$1.20. Scribner.

Fletcher & Bowker. Ann. Lit. Index. '03.

Publishers' Weekly. \$3.50.

Riis. Theodore Roosevelt. \$2. Outlook.

Villard. Memoirs. \$5. 2 v. Houghton,

Mifflin & Co.

The profit the net system enables booksellers to make on net books is so great that some now supply non-net books at cost, looking to net books for profit. Of course, no bookseller will do this unless assured of a stated proportion of net orders. It may, in some instances, be to a library's advantage to buy some net books rather than none at all. See your bookseller about this.

Bulletin no. 13.

In the *No. Amer. Rev.*, January, 1905, Mark Twain advocates the abolition of the "crime" of the 42-year limit to copyright. To insure the issue of cheap editions of books, which he says is the object of the limit, he proposes that the copyrightee be obliged to issue such an edition during the 42d year of his copyright and to keep it thereafter on sale, under penalty of losing the copyright. This is of interest to bookbuyers on account of the price at which Mr. Clemens would require the cheap edition to be sold, namely, "25 cents for each 100,000 words or less." At this price he asserts that the publisher and the author's orphans would "live on canvasback duck and Cape Cod oysters," and he says he speaks from knowledge and experience, and is amply able to prove his thesis. He adds, "I know what it costs to make a book and what it costs to sell it." This being the case, the following table is of interest. It can easily be extended by anyone. The books have been selected quite at random.

Author	Title	No. words	M. Twain's price	Pres. net price
Conway—	Autobiography	335,000	\$1.00	\$6.00
James—	Golden Bowl	245,000	.75	2.50
Kelly—	Little Citizens	88,000	.25	1.50
Howells—	Son of Royal Langbrith	118,000	.50	2.00
Rogers—	True Henry Clay	132,000	.50	2.00
Frazer—	Letters from Japan	234,000	.75	3.00

The law requiring libs. to get consent of owner of Amer. copyright before importing would if passed, in some cases, make it impossible to buy a book at all for months or years after publication in England. For the American publisher sometimes gets his copyright by serial publication only and then defers book publication for months.

Send to this com. titles of books wanted and now o. p.; also titles of books wanted and not yet written.

The Wilson Co., Minneapolis, plan to pub. a Cumulative Book Review Digest. Send for circular. The Digest will reprint parts of reviews of books from 40 journals. The A. L. A. Pub. Board's Book List will print original criticisms furnished by co-operating librarians.

Recent interesting second-hand catalogs.

McLean & Co., 430 6th Ave., N. Y. City. (Clearance List No. 19, Dec., '04; 50 per cent. discount).

Edwards, 83 High St., Marylebone, London, W. (No. 275.)

Cadby, 64 Hamilton St., Albany, N. Y. (No. 88, Americana.)

Bulletin no. 14.

W. P. Cutter, librarian Forbes Library, Northampton, Mass., says, in effect, in *LIBRARY JOURNAL*, in a talk on bookbuying for small libraries:

The "Universal cyclopædia," alias Johnson's, can now be purchased for \$30 per set of 12 volumes. It was published by subscription at \$60 for the set. The "Century dictionary," published at \$80, can be bought now for about half that price. This edition, of course, has not the latest statistics, but these may be found in the "Statesman's year book," costing \$3.50 for the current no., from the World Almanac, 25 c., or from the publications of the Government free.

Do you ever, in your purchases, ask yourself: "Is this a better book than another published a few years ago, now obtainable second-hand at a low figure?"

Buy your standard authors in the good old-fashioned, honest editions of the early part of the last century, before wood-pulp was discovered. They are cheap. Get a set of the British poets in the Gilfillan or Cadell or Little-Brown edition. Buy early editions of Scott. Buy the well-edited and printed Bohn editions (second-hand), and ask your bookseller to get you a list of the Tauchnitz, the Camelot, the Riverside Lit. series, the Temple series, etc., and other cheap and good editions.

Of novels, choose first those published by well-known firms; don't buy one because extensively advertised. Read them, or have a friend read, on whose judgment you may rely, before you buy. Don't buy expensive art books when they are published. You can do better in a year or two. The bulletin or monthly book-list of any library that selects its books carefully will often save you the trouble of personal reading if you have not time for it.

If you want help in selection, send to the Library of Congress for a copy of the "A. L. A. catalog," in which are comprised 8000 volumes carefully selected. There are descriptive notes. When you buy a book which is included, you can purchase printed catalog cards for a trifling sum.

Don't buy expensive books that you can borrow. The Forbes Library, Northampton, Mass., will lend you any book, or any number of books, if you will pay carriage both ways. The Library of Congress will loan you many books and frank them both ways.

Send to W. I. Fletcher, College Library, Amherst, Mass., for sample copy or descriptive circular of the annotated list of new books which the A. L. A. Publishing Board is soon to publish. The annotations will be made by co-operating librarians.

Bulletin no. 15, March, 1905.

All books now published in this country

may be divided into four general classes, as follows:

(1). New non-fiction, pub. under rules of Amer. Pubs. Assn. Discount to libs. limited to ten per cent. within a year of publication.

(2). Fiction and Juveniles, pub. under same rules. Discount to libs. limited to one-third, within a year from publication.

(3). Net books, not pub. under same rules, whether or not the pub. is a member of the Assn. These generally include non-copyright books or books imported in small quantities, even by members of the Pubs. Assn. Discount to libs. not limited except by special agreement between publisher and bookseller.

(4). Other works. Discount subject to no special limitation.

Books are now classified in this way in the *Publishers' Weekly* and in some booksellers' free catalogs, including that of the Baker & Taylor Co., 33 E. 17th St., N. Y. File one of these lists and refer monthly to previous year's file, noting the books on which year limit has expired (classes 1 and 2 above).

An analysis of the books published in January, as given in one of these bulletins, shows that they are distributed as follows, according to the above classification:

(1) Non-Fict.; Amer. Pub. Assn.	7
(2) Fict. & Juv.; Amer. Pub. Assn.	9
(3) Net; not Amer. Pub. Assn.	38
(4) Not net; not Amer. Pub. Assn.	33
Total; January.	87

"School-books, pure and simple, are not subject to protection under the rules of the American Publishers' Association, and school-book publishers, such as the American Book Company, Ginn & Co., Hinds & Noble, and others, are therefore not included in its membership. Copyrighted advanced text-books, if used in colleges, universities, or technical schools, such as engineering or scientific, when published by a member of the American Publishers' Association are listed as protected net books." (Class 1, above). If brought out by a publisher not a member of the American Publishers' Association, at a net price, they are listed as non-protected net books. (Class 3, above). See *Pub. Weekly*, Feb. 11, p. 605.

Recent second-hand catalogs:

Wm. Brown, 26 Princess St., Edinburgh (No. 156.)

A. S. Clark, 218 Washington St., Peekskill, N. Y. (No. 58.)

Congdon & Britnell, 11 W. Richmond St., Toronto, Can. (No. 44.)

Goodspeed's Book Shop, 5a Park St., Boston. No. 28 (engravings, etc.).

Burnham Antique Book Store, Milk St., Boston. (No. 11.)

Members of the committee are: Arthur E. Bostwick, chairman, N. Y. P. L., 226 W. 42d St., N. Y. City; John Cotton Dana, Newark (N. J.) F. P. L.; Bernard C. Steiner, Enoch Pratt F. L., Baltimore, Md.

RESERVATION OF SCHOOL RESOURCES.

THE Newark (N. J.) Free Public Library has sent out the following circular letter to the principals of all the public schools of the city:

"To the Principal:

"The latest annual reports of the public schools with the latest courses of study of 53 of the leading cities of the United States, have just been received at the library. They have been put with similar reports and courses of study previously received, and filed in a manner convenient for use, in the bound periodical room, on the delivery room floor. We hope these will be found helpful by those interested in the public schools and courses of study in Newark.

THE FREE PUBLIC LIBRARY.

J. C. DANA, Librarian."

ONTARIO LIBRARY ASSOCIATION.

THE fifth annual meeting of the Ontario Library Association will be held in Toronto, at the Canadian Institute, on Easter Monday and Tuesday, April 24 and 25 next. There will be three sessions, beginning Monday afternoon at 2.30 o'clock. Among the subjects to be considered are the reports of committees on lists of best books, travelling libraries, and Ontario Library Association; "Classification," in a paper by Miss Effie A. Schmidt, of Berlin; two open conferences, one on "The merits and defects of our new public library buildings," led by E. A. Hardy, the other on "The effect of the 50 per cent. interpretation of the regulations re government grant," led by A. W. Cameron; and "Canadian government publications." There will be two addresses by Melvil Dewey, one at the Monday evening session and one on Tuesday morning. The president of the Association is Mr. W. Tytler, of the Public Library of Guelph; the secretary is Mr. E. A. Hardy, 5 Czar St., Toronto; and Dr. A. B. McCallum, of the Canadian Institute, is treasurer.

American Library Association.

President: Dr. Ernest C. Richardson, Princeton University Library, Princeton, N. J.

Secretary: J. I. Wyer, jr., Free Public Library, Louisville, Ky.

Treasurer: Gardner M. Jones, Public Library, Salem, Mass.

CHANGE OF SECRETARY'S ADDRESS.

Beginning April 1, the secretary's address is changed to Free Public Library, Louisville, Ky.

PORTLAND CONFERENCE, JULY 4-8, 1905.

TRAVEL ANNOUNCEMENT.

Travel arrangements for the Portland Conference have been placed by the travel committee in the hands of the Raymond & Whitcomb Co., which has issued a booklet of the itinerary and the several post-conference excursions. The travel committee, in an accompanying circular, says:

"The increase in the price from eastern points over that announced in the preliminary circular is due to the action of the Trunk Line Association in making its rate between New York and Chicago, and to a few extras not included in the first estimates submitted by the railroad companies. Instead of one fare and a third as had been expected by the committee, a rate of 80 per cent. of double the one-way fare was made by the Trunk Line Association between eastern points and Chicago.

"*Tourist sleeping cars cannot be carried by any railroad leaving the New York seaboard,* and as but three or four persons have inquired concerning these, the committee has made no special party plans including tourist cars.

"The figures given for the trip by special train are based on the regular Pullman rates and on the rate of \$56.50 for the round trip from Chicago to Portland and return, the lowest rate that will be made during the present year by any trans-continental line. For the special accommodations that the party secures by having a train of its own, a little more must be paid than by travelling by regular train, but those who appreciate the fatigue of so long a journey will appreciate any extra comforts that may be obtained at so slight an advance.

"The inducements for using the special train are: 1st, Companionship. 2d, Only members of our particular party on the train. 3d, Party personally conducted, with no care of baggage, transfers, or meal arrangements. 4th, Our own Pullman dining car, insuring better meals at regular hours and not leaving party dependent on the rather expensive *a la carte* service of the regular trans-continental trains, or the possible delays in reaching meal stations where railroad restaurants take the place of dining car. 5th, Observation car. 6th, Stateroom car for those who desire at a slight additional expense. 7th, Restful breaks in the journey at both Banff (the finest scenic point in the Rocky Mountains) and Seattle. 8th, Boat ride from Seattle to Tacoma.

"Plans are also made for special Pullman cars back from Portland directly after the meeting, and from Seattle after the Alaska trip, allowing for a stopover of 5½ days at Yellowstone Park. Special cars will also be provided for San Francisco, should a sufficient number of persons wish to make the trip at the same time. The tickets also allow of in-

dividual return within 90 days by any route, provided the return is specified at the time of the purchase of the ticket. It should be here noted that although on the special train going west unused meal coupons cannot be redeemed, any coupons unused returning by the regular trains will be redeemed for their full value.

"Five different companies competed for the business, and the travel committee feels that it has made the best arrangements possible for the trip by closing with the Raymond & Whitcomb Co., their terms being most satisfactory.

"From the response to the preliminary circular, it seems likely that the places in the special train will be over-subscribed. Should 200 go a second special train will be run. Definite arrangements must be made as soon as possible. The committee therefore asks that all who intend to go out on this train make a deposit of \$5, before May 1 if possible, as a guarantee of good faith, with Mr. F. W. Faxon, chairman of travel committee, who will assign space on the train; this amount to apply on their tickets to be purchased later as provided for in the booklet. Preference will be given those who have already spoken for places on the train, provided the \$5 deposit is received on or before April 20. Non-members of the American Library Association wishing to take the trip and not intending to become members of the Association will be registered with the party on the payment of \$5 to the treasurer, Gardner M. Jones, Public Library, Salem, Mass. State-rooms and drawing-rooms will be assigned until the supply is exhausted, in the order of application.

"The returns thus far indicate that the most popular side trip will be that to Alaska, nearly 100 having chosen this, many with the stopover at Yellowstone Park on return home.

"Remember that expenses for the stay in Portland are not included in the travel committee's arrangements or the prices made, and accommodations must be secured individually in accordance with the directions on preliminary circular issued by the Association.

"NOTE.—At the request of several members from the Middle West, the travel committee has carefully investigated the possibility of a cheaper trip over the same route, by using the regular trains instead of the special. Except where individuals might by fasting make a saving on account of meals, there is but \$2 difference, provided stopovers of a day in Banff (which no one would be willing to miss) and a day in Seattle are made.

"Those wishing to go by regular train leaving Chicago June 27, at 6.30 p.m., and St. Paul, June 28, at 9 a.m., over the Chicago, Milwaukee & St. Paul, and Canadian Pacific Railways, will please communicate with Mr. C. B. Roden, Public Library, Chicago. Should there be enough people for a special sleeper one will be provided. Should two persons

occupy a lower berth together a saving of \$16 (or \$8 each) could be made between Chicago and Portland.

"Extra copies of this circular and the booklet may be had of F. W. Faxon, 11 Chauncey Place, Jamaica Plain, Mass., or C. B. Roden, Public Library, Chicago, Ill."

Return from Portland without extra charge can be made by way of the Great Lakes from Duluth to Buffalo, offering thus a delightful steamer trip, of which several may wish to avail themselves.

Details of the trip are given in the booklet issued by the Raymond & Whitcomb Co., as follows:

The committee in charge has arranged for a special Pullman train, consisting of sleeping, dining and observation cars, leaving the East, Monday, June 26, and arriving at Portland July 4. The outward journey will include a trip through the matchless scenery of the Canadian Rockies and the Selkirks. The party will be under special escort, and the outward trip will be pleasantly broken by a brief sojourn at Banff, a halt at Glacier, a day's stay at Seattle, a boat trip from Seattle to Tacoma on the waters of lovely Puget Sound, and a halt in Tacoma. The returning route is over the scenic line of the Northern Pacific Railway, and for those who desire it, a special itinerary is provided to include a side trip from Livingston, Montana, through the Yellowstone National Park.

Arrangements have also been perfected for a magnificent voyage through Alaskan waters on the steamship *City of Seattle* of the Pacific Coast Steamship Company, sailing from Seattle July 11. This wonderful voyage will occupy 11 or 12 days, and will take the party as far north as Skagway, and also include a visit to the giant glacier at the head of Taku Inlet. The entire route from Puget Sound to the farthest point reached is lined with scenes of awe-inspiring character. In no part of the world is there so much wild grandeur encompassed in a voyage of equal duration. This voyage affords not only an unsurpassed opportunity for scanning the wonderful scenery of our northernmost possession, but also for studying the quaint and primitive native life.

The proposed side trip through Yellowstone National Park covers five and one-half days, and includes visits to Mammoth Hot Springs, Lower, Middle and Upper Geyser Basins, Yellowstone Lake, and the Cañon of the Yellowstone. The round of travel through the park is made in the comfortable vehicles of the Yellowstone Park Transportation Company, and the sojourns are made in the superior hotels which have made the park a favorite resort for tourists from every part of the globe.

Hints about clothing.

Although these tours are to be made in the summer, care should be taken to guard against sudden changes of temperature. Over-

coats, shawls, or convenient wraps, which may be brought into service or discarded, as required, are an essential part of the outfit.

For the Alaska voyage one should dress as warmly as for an Atlantic Ocean voyage, but no warmer, since that should mean woollens and wraps. Strong and serviceable clothing and stout shoes are prime necessities for Alaska, as well as for the National Park.

Steamer chairs can generally be obtained of the deck stewards and also at Seattle. They can be leased for the voyage if returned in good condition.

There will be reason to provide against cool weather within the Yellowstone National Park, where frosts are of almost nightly occurrence. In the railway journeys warm weather is likely to be encountered. In the Pacific Northwest the temperature is very genial. It would be a good plan to carry a suit of clothing especially for service within the park, and this should be of such stout material as to stand a bit of "rough work," if any such be thought desirable in the tramps among the springs and geysers. Some persons may also find rubber overshoes of use, as there are many wet places around the geysers and hot springs. Only hand bags and parcels are taken in the wagons which carry the visitors around the park.

ITINERARY.

THE OUTWARD JOURNEY.

First Day, Monday, June 26.—Leave New York 6.00 p.m., Grand Central station, via New York Central & Hudson River Railroad. Baggage should be checked to Banff. Dinner in the dining car.

Leave Philadelphia 6.30 p.m., Reading Terminal station, via the Philadelphia & Reading, and the Lehigh Valley lines. Leave Wilkes-Barre 11.33 p.m.

Leave Boston 3.32 p.m., South station, via the Boston & Albany railroad, New York Central & Hudson River Railroad Company, Lessee. Baggage should be checked to Banff. Dinner in the dining car. Leave Worcester 4.30 p.m., Springfield 6.24 p.m., Pittsfield 8.18 p.m., Albany 10.00 p.m., Schenectady 10.35 p.m., Utica 6.37 p.m., Syracuse 8.00 p.m.

Second Day, Tuesday, June 27.—Leave Buffalo 7.30 a.m., Pittsburgh 7.00 a.m., Cleveland 10.35 a.m., Detroit 1.45 p.m., Toledo 2.05 p.m.; arrive in Chicago about 9.20 p.m., and leave Chicago 10.30 p.m., via the Chicago, Milwaukee & St. Paul Railway.

Third Day, Wednesday, June 28.—Arrive in St. Paul 11.00 a.m.; leave 12.30 noon, via the Minneapolis, St. Paul & Sault Ste. Marie Railway (the Canadian Pacific Route).

Fourth Day, Thursday, June 29.—En route westward through North Dakota and Assiniboia.

Fifth Day, Friday, June 30.—Arrive at Calgary 5.00 a.m.; arrive at Banff 9.00 a.m.; transfer to Banff Springs Hotel.

Sixth Day, Saturday, July 1.—Leave Banff 7.30 a.m.; arrive at Glacier 3.00 p.m.; leave Glacier 6.00 p.m.

Seventh Day, Sunday, July 2.—En route; arrive at Seattle about 7.00 p.m.; transfer to Hotel Washington.

Eighth Day, Monday, July 3.—In Seattle. Leave by Steamer 2.30 p.m. on Puget Sound; arrive in Tacoma 5.00 p.m. Leave Tacoma via the Northern Pacific Railway 8.30 p.m. in Pullman sleeping cars.

Ninth Day, Tuesday, July 4.—Arrive in Portland 7.00 a.m.

RETURNING VIA NORTHERN PACIFIC RAILWAY DIRECT.

First Day, Sunday, July 9.—Leave Portland 11.45 p.m. in through Pullman sleeping cars via the Nor-

thern Pacific Railway. All meals up to arrival in St. Paul will be served in the dining cars of this line.

Second Day, Monday, July 10.—En route eastward.

Third day, Tuesday, July 11.—En route eastward.

Fourth Day, Wednesday, July 12.—En route eastward.

Fifth Day, Thursday, July 13.—Arrive in St. Paul 7.40 a.m. Breakfast, luncheon and dinner will be served at the Union Station dining-rooms; leave St. Paul 7.20 p.m., via the Chicago, Milwaukee and St. Paul Railway.

Sixth Day, Friday, July 14.—Arrive in Chicago, Union station, corner Canal and Adams streets, 7.00 a.m. Transfer to the LaSalle street station, where breakfast will be served at the elegant station dining-rooms. The Toledo, Cleveland, Pittsburgh and Buffalo passengers will leave Chicago 8.30 a.m., due in Toledo 2.20 p.m., Cleveland, 5.40 p.m., Pittsburgh 9.45 p.m., and Buffalo 10.10 p.m. Leave Chicago 10.30 a.m. for Detroit, Albany, New York and Boston. Due in Detroit 6.00 p.m.

Seventh Day, Saturday, July 15.—Arrive in Albany, 9.05 a.m.; arrive in New York, Grand Central station, 1.30 p.m.; arrive in Boston, South station, 3.00 p.m.; arrive in Philadelphia about 3.40 p.m.

RETURNING VIA THE NORTHERN PACIFIC RAILWAY,
INCLUDING SIDE TRIP THROUGH YELLOWSTONE
NATIONAL PARK.

First Day, Monday, July 10.—Leave Portland 8.30 a.m. in Pullman sleeping cars, via the Northern Pacific Railway. All the meals en route up to arrival in St. Paul will be served in the dining cars of this line.

Second Day, Tuesday, July 11.—En route eastward.

Third Day, Wednesday, July 12.—Arrive at Livingston, Mont., 5.00 a.m.; side-track; leave Livingston 8.00 a.m., due Gardiner about 10.30 a.m.; thence by stages to Mammoth Hot Springs Hotel, arriving about noon.

Fourth Day, Thursday, July 13.—Leave Mammoth Hot Springs by stage 8.00 a.m. for the tour through the Park. Arrive at Norris Geyser Basin 12.00 noon; luncheon there; leave Norris, passing near the principal geysers in this Basin and later near the Gibbon Falls. Arrive at the Fountain Hotel, in the Lower Geyser Basin, 5.30 p.m. The hotel is near the Fountain Geyser and the Mammoth Paint Pots.

Fifth Day, Friday, July 14.—Leave the Fountain Hotel about 8.30 a.m. for the Upper Geyser Basin, visiting en route the Midway Geyser Basin, which contains the Excelsior Geyser ("Hell's Half Acre"), Turquoise Spring, and Prismatic Lake. Arrive at Old Faithful Inn, Upper Geyser Basin, about 11.30 a.m.; here are situated Old Faithful, the Bee Hive, Giantess, Castle, and other great geysers.

Sixth Day, Saturday, July 15.—Leave Upper Geyser Basin Hotel in the morning. Arrive at West Bay or the "Thumb" 12.00 noon; luncheon will be served here. Arrive at the Yellowstone Lake Hotel about 4.00 p.m.

Seventh Day, Sunday, July 16.—Leave the Yellowstone Lake Hotel 9.00 a.m., stopping at the Mud Volcano en route. Arrive at Yellowstone Cañon Hotel about 12.00 noon.

Eighth Day, Monday, July 17.—Leave the Cañon Hotel 8.00 a.m. Arrive at Norris Geyser Basin 11.00 a.m.; luncheon there; thence to Mammoth Hot Springs Hotel, arriving about 4.00 p.m.; after dinner leave by stage for Gardiner, resuming the sleeping cars for the eastbound journey.

Ninth Day, Tuesday, July 18.—En route eastward through Montana and North Dakota; meals in the dining car.

Tenth Day, Wednesday, July 19.—Arrive in St. Paul 2.20 p.m. Dinner will be served at the Union station dining-rooms. Leave St. Paul 7.20 p.m. via the Chicago, Milwaukee & St. Paul Railway.

Eleventh Day, Thursday, July 20.—Arrive in Chicago 7.00 a.m.; transfer to the La Salle street station, where breakfast will be served in the elegant station dining-rooms. The Toledo, Cleveland, Pittsburgh and Buffalo passengers will leave Chicago 8.30 a.m., due in Toledo 2.20 p.m., Cleveland 5.40 p.m., Pittsburgh 9.45 p.m., and Buffalo, 10.10 p.m.

Leave Chicago 10.30 a.m. for Detroit, Albany New York and Boston. Due in Detroit 6.00 p.m.

Twelfth Day, Friday, July 21.—Arrive in Albany 9.05 a.m.; arrive in New York, Grand Central station, 1.30 p.m.; arrive in Boston, South station, 3.00 p.m.; arrive in Philadelphia about 3.40 p.m.

THE ALASKA PARTY.

Tuesday, July 11.—Leave Seattle 9.00 a.m. by the steamer "City of Seattle" of the Pacific Coast Steamship Company, for a grand voyage of eleven or twelve days through British Columbian and Alaskan waters, going north as far as Skagway, and visiting, among the other great attractions in Southeastern Alaska, the great glacier at the head of Taku Inlet.

Wednesday, July 12. } On the Alaskan voyage.
to

Friday, July 21.

Saturday, July 22.—Steamer due in Seattle 7.00 a.m.; leave 7.45 a.m., via the Northern Pacific Railway, in Pullman sleeping cars. Meals in the dining cars of this line through to St. Paul.

Sunday, July 23.—En route eastward.

Monday, July 24.—En route eastward.

Tuesday, July 25.—Arrive in St. Paul 7.45 a.m. Breakfast, luncheon and dinner at the Union station dining-rooms. Leave St. Paul 7.20 p.m., via the Chicago, Milwaukee & St. Paul Railway.

Wednesday, July 26.—Arrive in Chicago 7.00 a.m. Transfer to the La Salle street station, where breakfast will be served in the elegant station dining-rooms. The Toledo, Cleveland, Pittsburgh and Buffalo passengers will leave Chicago 8.30 a.m., due in Toledo 2.20 p.m., Cleveland 5.40 p.m., Pittsburgh 9.45 p.m., and Buffalo 10.10 p.m. Leave Chicago 10.30 a.m. for Detroit, Albany, New York and Boston. Due in Detroit 6.00 p.m.

Thursday, July 27.—Arrive in Albany 9.05 a.m.; arrive in New York, Grand Central station, 1.30 p.m.; arrive in Boston, South station, 3.00 p.m.; arrive in Philadelphia about 3.40 p.m.

NOTE.—Members of this Alaska party who desire to include the Yellowstone National Park side trip (5½ days), will leave Seattle 4.00 p.m., Saturday, July 22, arriving at Livingston July 24.

The tickets are good to return from Portland for 90 days.

The tickets are good on all trains, including the limited express trains, as far east as Chicago.

From Chicago the tickets are good to all eastern points (except New York City) via the Michigan Central Railroad. Excess fare to New York is charged on all trains except no. 4 and no. 10 of this line. From Chicago the tickets are good to all eastern points over the Lake Shore & Michigan Southern Railway with the exception of the "Twentieth Century Limited" train. Excess fares are charged on all trains over this line from Chicago to New York except no. 14 and no. 28.

The Raymond & Whitcomb Company meal and Pullman coupons are good on all trains eastbound with the exception of the "Twentieth Century Limited."

Any meal or Pullman coupons (eastbound) remaining unused will be redeemed at regular rates.

Prices.

The price of tickets from New York, Philadelphia and Boston, and all points east of Buffalo, including everything as per the itinerary for the round trip, transportation, Pullman berth (half a section), meals in the dining cars, covering side trip to Banff Springs, the Hotel Washington in Seattle, transfers in

Seattle, the steamer ride from Seattle to Tacoma—in short all expenses of the entire trip excepting the stay in Portland, \$175.

From Buffalo.....	\$157
Pittsburgh.....	156
Cleveland.....	152
Toledo.....	145
Detroit.....	145
Chicago.....	125
St. Paul.....	106

Price for the Yellowstone Park side trip.

Price for the side trip (five and one-half days) through the Yellowstone National Park—not including the transfer of baggage between Gardiner and Mammoth Hot Springs, \$40.50.

One dollar extra will be charged for Pullman between Livingston and Gardiner.

Price for the Alaska trip.

The cost of the Alaska voyage of 11 or 12 days, on the steamer *City of Seattle*, leaving Seattle July 11, will be \$55.

For passengers who do not wish to return on the date of the party under special escort, the tickets will be good for 90 days, including the Pullman and meal coupons.

Passengers from New York, Philadelphia or Boston desiring to return to the same points by any of the direct lines will be furnished with tickets covering everything outward with the party to the arrival in Portland, thence a railway ticket only returning, \$139.

Prices for Buffalo, Pittsburgh, Cleveland, Toledo, Detroit, Chicago and St. Paul passengers, as above, inclusive of all expenses with the party outward to Portland, thence a railway ticket only returning:

To Buffalo.....	\$125
Pittsburgh.....	125
Cleveland.....	125
Toledo.....	115
Detroit.....	115
Chicago.....	99
St. Paul.....	85

For tickets returning *via* San Francisco \$11 additional.

Extra Pullman space on special train outward to Seattle.

For those members of the party who desire accommodations in staterooms or drawing-rooms, the extra cost will be as follows: For two persons in a stateroom, \$10 each person for the outward trip to Seattle. For three persons in a drawingroom, \$5 each person will be charged.

Tickets should be taken and paid for at least one week previous to the date of departure of the party. *But in the case of tickets for the Alaska voyage it is necessary that the tickets should be paid for by May 20. This is rendered necessary by the requirements of the steamship company.*

The tickets should be obtained of the Raymond & Whitcomb Company at its offices in New York, Philadelphia, Boston, Pittsburgh or Chicago.

ACCOMMODATIONS AT PORTLAND.

Miss Isom sends word that reservation of rooms at Portland for the conference week must be made *before June 15*, and should be made as much earlier as possible.

ADVISORY COMMITTEE ON CATALOGING RULES.

A meeting of the A. L. A. Advisory Committee on Cataloging Rules was held in New York, March 23-30, to discuss the possibility proposed by the Library Association of the United Kingdom of bringing in accord the rules of the American and British library associations, thereby establishing a basis for an international code.

The committee carefully considered every disputed point, and the final conviction was that there was every probability that the two associations will agree upon most of the essential points.

ALICE B. KROEGER, *Secretary.*

State Library Commissions.

MINNESOTA PUBLIC LIBRARY COMMISSION, Miss Clara F. Baldwin, librarian, New Capitol Building, St. Paul.

The commission issues its third biennial report, 1903-1904, in a substantial pamphlet of 74 pages, with numerous illustrations and a graphic chart of the state showing the location of travelling libraries. The report is a careful and encouraging record of growth and activity. The travelling library department now numbers nearly 12,000 volumes, reaching 230 communities in 1903 and 253 in 1904; the number of public libraries has increased during the five years of the commission's work from 34 to 70, and the number of library buildings from 5 to 34. The removal of the commission in December last, from Minneapolis to St. Paul, has proved advantageous, as it has given ample quarters for the work, including a comfortable office in the Capitol building and storage room in the sub-basement.

The report reviews the work of the commission under the various headings, travelling libraries, clearing house for periodicals (through which department in the last two years 512 complete volumes and 1210 odd numbers of magazines have been given to public libraries). League of Library Commissions, and summer school for library training. The development of public libraries in the state is summarized. Since 1900 Carnegie gifts have been made to 27 Minnesota cities or towns, aggregating a total of \$426,500; of these 17 were made in 1903 and two in 1904, one of which has not yet been accepted. "The buildings in every instance have called for a large increase in library appropriations to maintain them, in many cases more than doubling the amount

already expended for library purposes. The convenience and comfort of having a separate building for the library is therefore not the only advantage, but the increased tax levy has enabled the board to enlarge the usefulness of the libraries in many ways."

There is a "Record of progress, 1903-4," giving items of library interest alphabetically by place; and the appendix gives statistical summaries of the circulation of the travelling libraries, and of the various classes of libraries in the state.

VERMONT LIBRARY COMMISSION, Miss Frances Hobart, secretary, State House, Montpelier.

The commission issues number 1 of volume 1 of a quarterly *Bulletin*, under date of March. It is devoted to notes of library matters in the state and in general, lists of books selected for travelling libraries, etc. The *Bulletin* is accompanied by the "Annual book-list" of volumes recommended for library purchases by the commission.

WISCONSIN FREE LIBRARY COMMISSION: Henry E. Legler, secretary, Madison, Wis.

The March number of the commission's bi-monthly *Bulletin* is an interesting issue, with a full report of the Beloit meeting of the state library association, notes on new library buildings, good practical suggestions for librarians on new publications, methods, etc., and library views from the state at large.

State Library Associations.

DISTRICT OF COLUMBIA LIBRARY ASSOCIATION.

President: Dr. Cyrus Adler, Smithsonian Institution.

Secretary: Frederick W. Ashley, Library of Congress.

Treasurer: Wm. S. Burns, Jr., Office of Documents.

The 84th regular meeting of the association was held in the lecture hall of the Washington Public Library, Wednesday evening, March 15. In the absence of the president, Mr. Hanson, the first vice-president presided. The meeting was called to order at 8.15. After the reading and approval of the minutes of the February meeting, an invitation to attend the joint meeting of the New Jersey Library Association and the Pennsylvania Library Club at Atlantic City, March 31-April 1, was read.

The speaker of the evening was Dr. John S. Billings, director of the New York Public Library, who spoke upon "Some problems in the organization of a large public library, with special reference to the experience of the New York Public Library." The library situation in New York City nine years ago was first considered and an account was given of the union of the Astor, Lenox and Tilden foundations. The chief problems to be solved

at that period were briefly discussed. Plans of the new building and a very interesting library map of Greater New York were exhibited. The address was heard by about 125 members and their friends, who agreed that it was most instructive and valuable and who would have been still more greatly pleased had it been longer.

MICHIGAN LIBRARY ASSOCIATION.

President: Henry M. Utley, Public Library, Detroit.

Secretary: Miss Gertrude P. Humphrey, Public School Library, Lansing.

Treasurer: Miss M. L. Converse, Public Library, Mt. Pleasant.

The annual meeting of the Michigan Library Association will be held in Grand Rapids, Thursday and Friday, May 25 and 26, 1905. Invitations have been sent to several other state library associations, and it is hoped to make the meeting practically an inter-state conference. The first session will begin at 2 p.m. on the 25th, and the closing session will be on the afternoon of the 26th. It is believed that great advantage will result from bringing together a body of library workers whose interests are identical and who may have better opportunities to compare notes and bring out salient points than in the large and somewhat unwieldy general association. Grand Rapids has recently opened a fine modern library building which all will be interested in inspecting, and the trustees and officials of the library offer a cordial welcome and hospitable entertainment.

NEW JERSEY LIBRARY ASSOCIATION.

President: John Cotton Dana, Free Public Library, Newark, N. J.

Secretary: Miss Elizabeth Wesson, Public Library, Orange, N. J.

Treasurer: Miss Frances L. Rathbone, Free Public Library, Newark, N. J.

A special session of the New Jersey Library Association, planned to cover subjects of interest chiefly to assistants and to be conducted by assistants, was held in the Newark library on Wednesday afternoon, March 15. Its purpose was to encourage assistants to take a more active part in the association, and thus to increase its efficiency and their own.

In a brief introduction, Mr. J. C. Dana, president of the association, said the work inspired and planned at meetings, but done between meetings, should be the most telling work of an association and should never cease. From this point of view he considered the thought and energy expended by the chairman of the meeting, Miss Florence Bowman, assistant librarian of the Plainfield Public Library, a valuable item. He believed her correspondence with assistants all over the state would lead them to recognize that they are each in part responsible for the association's success, and be more ready to take

part in future meetings. Twenty-five assistants were written to before one was found ready to prepare the chief paper and others to open the discussions. The time of the meeting was twice postponed in order to complete the program. But this was an experimental meeting, and the attendance—130 instead of the 25 to 50 hoped for—warrants the association in concluding that assistants' meetings should be a regular part of each year's program.

The general subject of the program, "Qualifications of the desk assistants," was opened with a paper by Miss Norma B. Bennett, head of the loan department of the Trenton Public Library. She said that "to be all things to all persons" very aptly expresses the position of the desk assistant, and that the qualifications essential were tact, commonsense, knowledge of books (particularly fiction), rapidity of thought and action, and a saving sense of humor. "The ability to think quickly, to bring our knowledge into immediate service is another important feature of desk-work. The heterogeneous throng, which crowds the desk on a busy day, demands the sublime and the ridiculous, the practical and the visionary in almost the same breath. To tolerate and respect the harmless whims and fancies of others is merely an everyday courtesy. We are not called upon to regulate the whole world—we are not missionaries to the reading public, though some of us seem to be possessed of that idea. Let us avoid that greatest of all dangers, falling into a rut. Though the public judges the library largely by its circulating department, let us not make the mistake of magnifying our position, or over-emphasizing our work. Let us remember that loan desk work is only one of the units which form the perfect whole, and again our library is only one of many others. Let us see our work in its true perspective and set out standards accordingly." It was thought advisable to have a special assistant in charge of the loan department, both as regards the work of the library and the personal relations that are established with readers.

This was followed with a paper, by Miss M. A. Burnet, assistant librarian of the Madison Public Library, on "Aids to desk work," dealing with general knowledge of books, annotated lists and bibliographies, and miscellaneous aids. The succeeding discussion dwelt chiefly upon miscellaneous aids. An explanation of an "Index to common things," in the children's department of the Newark library, was given by Miss Dodd. She said that a card is written for each animal, flower, fairy tale, or other subject often asked for. On this card are noted the book-numbers and pages of all material on that topic. This index is used constantly by teachers and children. Miss Roberts, of the Newark library, explained the vertical file, a series of folders, holding lists, pamphlets and slips, arranged alphabetically by subject in boxes. Into it

are dropped lists of references of every kind from every source. A card index provides cross-references. Miss Hitchler, of the Brooklyn Public Library, said, "Never make lists yourself unless you know you can't get good ones already made." The "ribbon arrangement of fiction" used in the East Orange library was described as of special use in radial book-stacks, open to the public. One row of shelves the height of the eye is reserved for fiction. The fiction ribbon begins with "A" at the first book-stack and runs in and out on the level of the eye to "Z" at the last book-stack. This saves congestion in the fiction alcove, and leads people to notice other books in the classes arranged above and below. Miss Hawley, of the Brooklyn Public Library, reported two Brooklyn branches as using this arrangement.

Miss M. L. Prevost, of the Elizabeth Public Library, read a paper on "Knowledge of fiction," pointing out the impossibility of knowing all fiction from personal reading, and indicating the need of using good reviews and other people's knowledge. The personal reading, she thought, should be confined almost entirely to the standard authors, and to the rapid scanning of new books as they come to the assistant's hands. Familiarity with reviews is always needed, and the use of other people's opinions and tastes as indicating the relative interest and popularity of different books is frequently suggestive and helpful. At the end of her talk Miss Prevost asked what are the best reviews for a small library which can take but few. Mr. Bostwick said he distrusted all reviews, and advised reliance on one's own opinion. Whereupon Miss Pomeroy, of Pratt Institute Library, and Miss Winsor described the *Cumulative Book Review Digest* to be published by the Wilson Company, of Minneapolis. Miss Plummer said that "you grow to know your reviewer, as you grow to know your friends. Send for a book, on approval. If, on reading it, you agree with the reviewer, keep the book; if not—distrust the reviewer in future." That we cannot judge a writer by reading one or even two of his novels was made clear by Miss Rathbone, of the Pratt Institute Library School. Miss Hitchler asked, "Would it hurt if we acknowledged that we do not know it all? How can we even depend on what a reader says? She may be talking for effect just as we are!"

A paper "On a certain condescension of library workers toward the public" was read by Miss Louise Patten, assistant in the Plainfield library, illustrating by typical incidents the frequent difficulty experienced by readers, through shyness or ignorance or misunderstanding, in coming into pleasant and effective relations with assistants. The paper aroused some objection to a library's giving any advice whatever. But a lady from Basking Ridge, not a librarian, assured library workers that their librarian had raised the whole

tone of the village by recommending good books to the boys and girls of that place.

The fourth topic on the program, "Should there be a special assistant for the work of furnishing literary and general information," was then opened by Miss Victoria Richmond, of the Newark library. Her main point was that the constant succession of persons at the delivery desk made it unfair to give special information to one person, thus requiring others to wait, and that therefore an independent information desk was most desirable. Her remarks led Mr. Bostwick to say that the New York Public Library staff took turns at suggestive work, "floor duty," as he called it. The disadvantages of passing a person on from one attendant to another were dwelt upon. Mr. Dana ascribed many of the delivery desk difficulties to wrong mechanical devices. He said the delivery desk is usually too prominent and repelling; that a borrower's impressions upon entering are of people hard at work, whom he dare not disturb; that a desk between the borrower and the assistant tends to give a feeling of superiority to the assistant. The ideal way is for an attendant to meet a borrower, give him his card, help him to find the books he wishes and aid him in any needed way, until he is ready to leave the library. This is done in a small library where each attendant does all things.

Tea was served at the close of the meeting. The hum of talk convinced one that introductions were needed by no one, and that discussion was still rife.

About twenty took part in the discussion, chiefly leaders in library work. The assistants for whom the meeting was designed said little. Smaller meetings, confined to assistants only, would probably give the conditions under which they would learn to speak their minds freely. The association has made plans to hold such small meetings next year.

WASHINGTON STATE LIBRARY ASSOCIATION.

President: J. M. Hitt, state librarian, Olympia.

Secretary: Miss Mary Banks, Public Library, Seattle.

Treasurer: Mrs. Ella G. Warner, State Normal School, Ellensburg.

Representatives of 44 libraries of the state of Washington met at the Tacoma Public Library on March 27 and organized the Washington State Library Association. The meeting was a most successful one, not only in attendance but in the interest displayed and the effective beginning made. The general work of a state organization was outlined at the morning's session, following which a committee on organization was named. A number of short addresses were given, and at noon the delegates were entertained at luncheon by the women of the Tacoma library. During the afternoon they were the guests of the Tacoma Chamber of

Commerce in a trolley ride to the important points of interests in and about the city. At the evening session officers for the state association were elected for the ensuing year, and a general discussion of library topics was indulged in. The next meeting of the association will be held in Portland the first week in July, during the sessions of the American Library Association. Much of the credit for the organization of the association is due Mrs. Estelle Deffenbaugh, of the Spokane Public Library, who brought about the Tacoma meeting by means of correspondence with librarians throughout the state.

At the morning session the meeting was called to order by J. T. Eshelman, of Tacoma, who nominated Charles W. Smith, of the Seattle Public Library, as temporary chairman. Mrs. Deffenbaugh was chosen temporary secretary. A committee of three on permanent organization, consisting of J. M. Hitt, of Olympia; Mrs. Ella G. Warner, of Ellensburg, and Mrs. G. A. Warfield, of Tacoma, was named by Chairman Smith to draft a set of by-laws and a constitution and report at the evening session. Mr. Smith spoke briefly of the need of a state association and the useful work that it could do in promoting public interest in library work, and short talks were made by Miss Mabel Reynolds, of Cheney, and Miss Josephine Taber, of Seattle. It was decided to arrange for an exhibit, representative of the library work of the state, for the Portland exposition, and a committee on the subject was appointed as follows: Charles W. Smith, Mrs. Ella G. Warner, and Mrs. Deffenbaugh.

At the evening session the report of the committee on organization was accepted and officers were elected, on recommendation of a nominating committee, as follows: president, J. M. Hitt, state librarian, Olympia; 1st vice-president, Louis W. Pratt, member of advisory board of Washington State Library, Tacoma; 2d vice-president, Mrs. E. Deffenbaugh, Public Library, Spokane; secretary, Miss Mary Banks, Public Library, Seattle; treasurer, Mrs. Ella G. Warner, State Normal School, Ellensburg. Resolutions of thanks for the hospitalities accorded were extended, and Mr. Hitt in accepting the office of president made a short address on the library work to be done in the state. Miss Grace Switzer, of the state library, spoke on travelling libraries; Miss Zoe Wilson, of the State Normal School at Bellingham, told of the relation of the normal school to library work.

Library Clubs.

CHICAGO LIBRARY CLUB.

President: Miss M. E. Ahern, editor *Public Libraries*.

Secretary: Charles H. Brown, John Crerar Library.

Treasurer: A. Larson, Public Library.

The regular monthly meeting of the Chi-

Chicago Library Club was held Thursday evening, March 9, in the room for the blind, Chicago Public Library, the president in the chair. The resignation of Miss Lydia Robinson was read and accepted. Miss Mary E. Rae and Mr. Lester E. Bernd were elected members of the club. Mr. Josephson, in behalf of the city charter committee, presented a preliminary report which is summarized elsewhere (*see* p. 222). The report was adopted and the committee continued.

Mr. E. G. Routzahn of the Municipal Museum, gave a brief account of the exhibition now in progress at the Public Library. Its object is to bring together material relating to the general subject of civic improvement, classified under such heads as Parks, Transportation, Schools, Sanitation, Housing, etc. Most of the exhibit came from the St. Louis Exposition, where it was scattered through various buildings. Brief talks are given daily from 10.30 to 2, and there are illustrated lectures by specialists at less frequent intervals. A cordial invitation to the club to visit the Museum was accepted.

The remainder of the evening was given over to a question box, conducted by Miss Caroline McIlvaine and the president. The advisability of discarding the accession book, the plan of old age pensions for library assistants, the granting of a sabbatical year for research work, the question of weekly half-holidays, together with more technical subjects, were discussed. Although favoring its retention, Mr. Andrews pointed out that the accession record is not necessary in order to collect insurance. Not more than three of those present favored a plan of co-operative pensions, involving any contribution by the library assistants. Such a scheme has already been proposed by the board of directors of the Chicago Public Library.

CHARLES H. BROWN, *Secretary*.

NEW YORK LIBRARY CLUB.

President: Charles A. Nelson, Columbia University Library.

Secretary: Miss Edyth L. Miller, Teachers' College, West 120th St.

Treasurer: Henry W. Kent, Grolier Club, 29 East 32d St.

A regular meeting of the New York Library Club was held at the Educational Alliance, East Broadway and Jefferson St., on the afternoon of March 9.

The general topic for the afternoon was "Auxiliary popular education in Greater New York." Mrs. Edward R. Hewitt was the first speaker and she gave a brief account of the founding of Cooper Union, its object and growth, and the appreciation of its advantages shown by the public in the crowded attendance of all classes and lectures.

Dr. David Blaustein, superintendent of the Educational Alliance, then gave an outline

of the work of that institution. He stated that in order to understand the work, one must know the character of the people in a neighborhood, which is the most cosmopolitan section of New York. The entire population is composed of foreigners, but all are Jews, and there are 306 synagogues in this neighborhood alone. The life here is so absolutely unlike that of their native lands, that it is difficult for them to realize the complete freedom that is permitted them in their religious, political and economic life. Even educated people among them cannot understand American institutions, and one great object of the Alliance is to instruct these foreigners in the new conditions of the country to which they have come, to Americanize them and make them acquainted with American resources and history. Statistics which were given show the great use which is made of the various departments, the library, gymnasium, free baths, domestic art and science classes. The social life centers here and the lectures and entertainments are largely attended. The expenses of last year amounted to \$94,791.26 and were entirely paid by voluntary contribution.

Mr. Walter B. Briggs, reference librarian of the Brooklyn Public Library, was unavoidably absent, and his paper on "Correspondence courses" was read by Miss Katherine B. Johnston, of the same library. Judging from the number and variety of advertisements in the current magazines, one could easily achieve by the correspondence method almost any undertaking ever conceived, from poultry raising and engineering to playing the piano. In addition to the numberless advertisers who are actuated solely by a commercial spirit, there are a number of institutions of good standing which have correspondence courses, Chautauqua and the University of Chicago being among those which are well known, and it is estimated that about two million persons are taking these courses and some really good work is being done.

The business meeting followed. One new member was elected and the treasurer's report was read and accepted. The program committee submitted a report saying that among the innumerable educational forces acting upon the community they could choose but three, because of the limits of time. They desired, however, to mention among the important ones which were submitted, the following: Brooklyn Institute, Churches, Free lectures to the people, People's Institute, Reading clubs, Settlements, University Extension, Women's clubs, Workingmen's educational Association, Y. M. C. A., Y. W. C. A. Tea and chocolate were served at the conclusion of the business meeting.

EDYTH L. MILLER, *Secretary*.

The club will hold its 20th annual dinner at the Park Avenue Hotel, Fourth avenue and 33d street, on Thursday evening, April 27.

Library Schools and Training Classes.

CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS.

On Feb. 6 Mr. Gilbert D. Emerson, of Philadelphia, Pa., gave the junior class a practical talk on "Bookbinding," illustrating the talk by many samples and showing three distinct methods of binding books. The day following Mr. Emerson conducted the students through the bindery which is connected with the library and is under his management.

Miss Alice B. Kroeger, director of Drexel Institute Library School, gave two lectures, March 16 and 17. Her subjects were "Periodical literature" and "The reference department and the reference librarian."

On the evening of March 16 the students attended a lecture by Mr. Jacob A. Riis on "The battle with the slum." The lecture was illustrated, and the pictures of playgrounds, recreation piers, model tenement-houses, etc., were especially interesting as showing how much progress had already been made in New York for the social betterment of the poorer classes.

The winter term of the school closed April 1, work of the third term beginning April 10.

CHAUTAUQUA LIBRARY SCHOOL.

The Chautauqua Library School announces its fifth session for the season of 1905, from July 8 to August 18. The course of study for the six weeks is a general one—cataloging, classification, accessioning and shelf-listing, book selection and ordering; reference work and bibliography are the regular lessons with practice work, while lectures deal with library buildings and equipment, administration, statistics and accounts, bookmaking, work with children, schools, study clubs, etc.

Melvil Dewey is the director of the school, in charge of its methods and works. He spends a week at Chautauqua, giving a series of 10 lectures to the school. Miss Hazeltine is resident director. Miss M. L. Davis, formerly head cataloger of Pratt Institute Library, is the head instructor for the season, with Miss F. L. Rathbone, of the Free Public Library, Newark, N. J., and Miss Corinne Bacon, of the New York State Library School, as assistants. The technical instruction will be supplemented by lectures from W. R. Eastman, Mr. and Mrs. H. L. Elmendorf, A. L. Peck, and Miss M. E. Ahern.

The school does not assume to give a complete library course in six weeks, but aims to train those already in libraries for more efficient service. Therefore only those candidates will be admitted who are already engaged in library work. Tuition fee is \$20 for the course, to which must be added the regular gate fee of \$6 charged every one at Chautauqua to cover cost of an elaborate program

of lectures, concerts, entertainments, etc., free to all.

Application for admission should be made before June 15 to Miss M. E. Hazeltine, James Prendergast Free Library, Jamestown, N. Y. No one will be admitted to the class who has not previously filled out a registration blank and received the official matriculation card. The class is limited to 40 students.

DREXEL INSTITUTE LIBRARY SCHOOL.

Mr. Frank P. Hill, the librarian of the Brooklyn Public Library, gave an address before the school, on March 9, on "Library administration."

Miss Anne Wallace, librarian of the Carnegie Library of Atlanta, on March 30 gave an interesting talk on "Organization of libraries," with some remarks on library conditions in the South. Mr. Anderson H. Hopkins, librarian of the Carnegie Library of Pittsburgh, addressed the class, April 3, on "Libraries in relation to museums."

Miss Kroeger, Miss Seligsberg and the students of the library school attended the joint meeting of the Pennsylvania Library Club and the New Jersey Library Association at Atlantic City, March 31-April 2. One of the sessions was held at the new Carnegie Library, the librarian of which, Miss Alvaretta P. Abbott, is a graduate of the library school, class of '99.

ENTRANCE EXAMINATIONS.

Entrance examinations for 1905-06 will be held on June 12, 1905.

INDIANA SUMMER SCHOOL.

The Public Library Commission of Indiana will conduct the fourth course of the School for Librarians, at Winona Lake, Indiana, during the Winona Assembly and Summer School, July 5-August 15, 1905. Miss Merica Hoagland, state organizer for the Public Library Commission, is the dean of the school and will give the lectures on library administration. Miss Anna R. Phelps, of the New York State Library School, and Miss Ida M. Mendenhall, of the Pratt Library School, are the instructors. They will be assisted by Miss Sabra W. Vought, of the New York State Library School, Miss Lillian Arnold, of the University of Illinois Library School, Mr. Charles J. Barr, of the John Crerar Library, and Mr. J. I. Wyer, jr., secretary of the A. L. A.

Only those will be admitted who have had a four years' high school course or its equivalent and who are creditably filling library positions or are under definite appointment to them.

The course of study will include accession, classification, book numbers, cataloging, government publications, binding, bibliography, reference, library laws, organization and administration of public libraries and library buildings. Especial attention will be paid to library work with schools.

Addresses will be made by the following persons from Indiana: Mr. Jacob P. Dunn, Mrs. Elizabeth C. Earl, Mr. W. W. Parsons, president and members of the Public Library Commission; Miss Georgia H. Reynolds, Mr. Laz Noble, Mr. L. D. Chambers, Mr. George B. Lockwood, Mr. J. F. Stutesman, Mrs. Frank L. Saylor, president Indiana Union of Library Clubs; Mrs. E. E. Mummert, president Indiana Federation of Women's Clubs, and Miss Arlena Chapin, president Indiana Library Association.

All inquiries concerning the Indiana School for Librarians should be addressed to the Public Library Commission, State House, Indianapolis.

PRATT INSTITUTE LIBRARY SCHOOL.

As a contribution to the subject of examinations, a few of the questions asked in the second-term examinations of March, 1904, may be submitted, as follows:

In Library Economy:

What reasons could you adduce to convince the trustees of a public library, in a community containing a large foreign population, of the desirability of buying books in the several languages represented?

Or,

What principles should govern in the selection of children's books?

What are some of the arguments for and against free and unlimited access to the shelves? To what opinions have you come from your reading on the subject?

Which of the French, German, Italian and Spanish novelists you have studied would you put freely on open shelves, in the original and in translation?

What are some of the considerations which should determine the selection of binding material for different classes or kinds of books?

In Dictionary-cataloging:

What links would there be in the chain or chains of references from—

Sociology to Children.

Science to Cells.

Arts, Fine, to Chanting.

Arts, Fine, to Heating.

Archæology to Peerage.

Philosophy to Opium?

What reasons can you give for using one or more than one of these related headings?

Bicycling, Cycling, or Wheeling?

Hens or Poultry?

Body, human—Human body—or Anatomy?

Parties or Balls?

Plants, Flowers, Botany?

Bible—Old Testament, Psalms, or Psalms?

Materials, Strength of, or Strength of Materials?

In Cataloging:

In opening a small public library of, say,

20,000 volumes, what would be your reasons for using or not using the printed cards of the Library of Congress? What other sets of printed cards might be used in a larger library?

If you could print a monthly bulletin, what would be its form and what points would you endeavor to emphasize, and how?

How would you treat a collection of 100 maps received in different forms and condition?

How would you go about to utilize a collection of 500 pamphlets presented to your library?

In Reference-work:

From what points of view would you find the subject of creation treated in Kitto, Cheyne, Hastings?

What kind of information would you find about Disraeli, in Moulton, Warner, Allibone, Stephen and Lee, Larned?

What kind of information about Corinth would you find in Longfellow, Hayden, Baedeker, McClintock and Strong, Smith's Dictionary of Classical Geography, Smith's Dictionary of Antiquities?

What treatment of golf would you find in the American Almanac, Champlin and Bostwick, the Encyclopædia Britannica?

Where would you expect to find Weather omens? Religion of the Barbary States? Picture of Lincoln Cathedral? Chief industries of St. Petersburg? Picture of a hand loom. Faculty of Girton College? What states voted for Fremont in 1856? Value of land endowments of Church of England? Pictures showing different forms of ships' sails?

The aim, as will be seen, is to make the teaching and examinations eminently practical, and the problems such as may and do arise every day in libraries.

MARY W. PLUMMER, *Director.*

WISCONSIN SUMMER SCHOOL.

The Wisconsin Free Library Commission announces the eleventh annual session of the Summer School for Library Training, to be held under its auspices, at Madison, May 1 to June 23, 1905. The course of eight weeks is open to students who have had a high-school education, or its equivalent, and are employed in libraries, or have definite appointments to positions. An apprenticeship of six months in an accredited library is considered essential to good work in the school. There is no charge for students employed in Wisconsin public libraries. For others the tuition fee is \$20. Students are required to register on Saturday, April 29, at the State Historical Society Library. Applications must be made before April 1. Information, application blanks, etc., may be had of the director Miss Cornelia Marvin, Free Library Commission, Madison.

Library Economy and History.

GENERAL.

The *Library Association Record* for March contains two short papers: "State aid to public libraries," by Thomas E. Maw, setting forth the justice and desirability of government grants to public libraries; and "Indexes wanted," by Walter Powell, who makes an interesting and suggestive plea for index work on the line of the Poole volumes and the Granger "Index to poetry and recitations." He suggests "a few indexes which would certainly be useful, although some of them may not be worth the labor they would involve." These include an index to essays; index to poetry and ballads, with a companion index to drama; index to portraits; index to heraldry; and an index of biographies. "Admirable as are the American indexes, there is no doubt they are a little too lopsided to be of the greatest service in this country." For future indexes it is recommended that "an endeavor should be made for the Library Association to join with the American Library Association and produce by international co-operation an index that would be equally useful on either side of the water. There would, of course, be greater cost in production, but as the sales ought to be very much greater from the far more comprehensive nature of the work, the receipts should neutralize this extra cost."

The *Library World* for March contains the first instalment of a paper on "Library magazines, their preparation and production," by W. C. Berwick Sayers and James D. Stewart, who review the scope and general character to be desired in a library bulletin. Other subjects briefly treated are "Comparative library law," "The building of public libraries," and the "A. L. A. catalog," which, on the whole, receives commendation.

RICHARDSON, Ernest Cushing. The mediæval library. (*In Harper's Monthly*, April. p. 788-798. il.)

An interesting review of mediæval libraries—their ecclesiastical character, their housing and administration, some of their treasures, and the curious regulations for their use. It is stated that there are still at least a million volumes in existence that have come to us from mediæval libraries.

LOCAL.

Ann Arbor (Mich.) L. Club. A public meeting of the club was held on the evening of March 21, in the lecture hall of the new Y. M. C. A. building, when an illustrated lecture on Carnegie libraries was delivered by Mr. Theodore W. Koch, assistant librarian of the University of Michigan. While connected with the Library of Congress Mr. Koch had made extended investigations into the history of the Carnegie library movement, and con-

tributed to the St. Louis Exposition a map of the United States on which were represented the towns which had accepted offers of buildings, indicating also the size of the gift. At the same time Mr. Koch had secured photographs and descriptions of the buildings erected, and was thus enabled to give his audience a representative selection of views showing the various styles of libraries in different parts of the country.

The lecture was given in the hope that it might help in the discussion of the style of library building to be erected with Carnegie money in Ann Arbor, replacing the structure recently destroyed by fire.

By way of illustrations of types of buildings, use was made of views of the combined library and art gallery at Clinton, Mass., of the Elizabethan structure at Norwalk, Ct., of the "corner entrance" type of libraries at East Orange, N. J., and Marshalltown, Ia., of the New York City branch libraries, of the "mission style" in California, and numerous examples of the classic style, the most popular of all in this country. A half dozen examples of what not to do in library architecture were drawn from buildings recently erected. In concluding, the lecturer spoke of some of the popular misconceptions in regard to Mr. Carnegie's methods and motives. In connection with the lecture and in addition to the stereopticon illustrations there was a wall exhibit of exterior and interior views of Carnegie libraries, architects' drawings and floor plans.

Atlanta, Ga. Carnegie L. On April 13 it was announced that Andrew Carnegie had agreed to give \$4000 a year for three years to the library for the maintenance of a library training school, under the direction of Miss Wallace, the librarian. He has intimated that if the school is a success the gift will be made permanent.

Brooklyn, N. Y. Pratt Institute F. L. It has been pointed out that an incorrect impression is given in the notice of the recently issued report of the library, in March L.J., as to the date of the reorganization of the open shelf department and other changes in the library mentioned in that report. These were begun in October, 1903, and had been practically completed by the end of the library year, on June 30.

Brooklyn (N. Y.) P. L. A department for the use of the blind was opened on April 4 in the Pacific branch, Fourth avenue and Pacific street, where 500 books for the blind have been installed by gift of the Church of the Messiah, which previously maintained the collection. The new department is open every Tuesday, Wednesday and Friday from 1 to 6 o'clock. The Brooklyn Rapid Transit Company has offered free transportation to and from the library building, not only for the blind, but for guides accompanying them.

The children's room and travelling library

April, 1905]

department, in the new addition to the Montague branch, formerly the Brooklyn Library, were opened on March 11.

Buffalo (N. Y.) P. L. The library issues a compact little Handbook, 1905 (8 p.), giving facts as to its location, resources, conditions of use, and special features. It includes names and addresses of the three branches and seven delivery stations, and announces total resources of 214,582 bound volumes and 18,851 pamphlets, and records 58,582 registered borrowers. The title of "superintendent" has been dropped, and Mr. Elmendorf is given as "librarian," with W. L. Brown as assistant librarian.

Burlington, Vt. Library meeting. The staff of the University of Vermont Library and of the Fletcher Free Library of Burlington, gave an informal tea to the librarians of the city and vicinity on Saturday afternoon, March 11. Twenty-four persons were present. Miss Hobart, secretary of the Vermont Library Commission, reported on the progress of the work of the commission in establishing libraries and distributing travelling libraries in Vermont. Miss Edith E. Clarke, librarian of the university, contributed to the very informal and free-for-all program some notes on the net price system, books for the blind, and reduced postage for inter-library loans. Much interest was shown and a pleasant time reported by all.

Cambridge (Mass.) P. L. (47th rpt. — year ending Nov. 30, 1904.) Added 4032; total 66,177. Issued, home use 192,356, of which 121,280 were from the main library, including children's room.

This is the first report since the resignation of Mr. Gifford, and the appointment of Mr. Ayer as his successor. There have been some changes in arrangement and equipment of the various departments. Special effort has been made to develop the work of the library and the schools. Talks on the use of the library have been given in all the grammar schools by the librarian and the assistant in charge of the children's room; and as a further step toward co-operation the school committee appointed a special committee of three to confer with a special committee of the library board in regard to the subject. The talks given have proved most successful. "Not only did the talks seem welcome to the pupils in the school rooms, but they induced many to come to the children's room of the main library from long distances, partly to pay a visit and partly to take out new cards and books. On Saturdays especially the children's room has been overcrowded, and the increased demand for books has left the shelves, at times, almost empty. The book most wanted could not be supplied, and the circulation suffered accordingly, the original stock being many times insufficient." A special appropriation is needed to meet this demand.

A travelling library department has been established, for the supply of books to the local delivery stations and other agencies. A bequest of \$5000, from the late James A. Woolson, was received during the year, the income to be devoted to the purchase of books.

Chattanooga (Tenn.) P. L. The children's room of the handsome new Carnegie library building is to be endowed and completely equipped by Mrs. E. G. Richmond, of Chattanooga, as a memorial to her husband and her children. Mrs. Richmond will give a permanent fund, the income of which is to be devoted to the maintenance of the department and the employment of a children's librarian, and she will arrange for and defray all expenses of the decoration of the room, its equipment in the most approved manner, and the selection and purchase of books. The new library building is now practically completed, and it is hoped that it may be opened within about two months. The work of cataloging, installation of the new fittings and preparation of the books for issue, is now in progress under the direction of Miss Dunlap, the librarian, and her assistant, Miss Binford, of the Carnegie Library of Atlanta.

Chicago, Ill. Newberry L. (13th rpt., 1904.) Added 7085; total 202,727 v., 70,965 pm. No. visitors 84,299, an increase of 3305 over the year 1903; books consulted 129,134, an increase of 4184 over the previous year.

Columbus (O.) P. School L. (28th rpt. — year ending Aug. 31, 1904.) Added 5268; total 60,123. Issued, home use (incl. supplementary reading and branch circulation), 243,214 (fict. 12,726 %; juv. fict. 36,261 %); lib. use and ref. use in school buildings 602,708, of which 547,928 was juvenile use. New cards issued 2016; total cards in use 27,029.

The work of the year has been on the usual lines of co-operation with the schools of the city. From the collection of supplementary reading alone 96,553 v. were issued during the school session of 38 weeks. Only one book of fiction a week is issued to children during the school term. There are 24 branch libraries in operation in different school buildings, of which four were strictly educational. Branches are also maintained at a police station, 14 engine houses, and at the Ohio Institution for the Blind.

Davenport (Ia.) P. L. (2d rpt. — year ending Dec. 31, 1904.) Added 4606; total 17,930. Issued, home use 116,288 (fict. 74 per cent.). New registration 4135; cards in force 7297.

This first year in the new Carnegie building was one of many activities and constantly increasing use. The circulation in the new building has averaged 11,593 v. a month, as against 7783 v. in the old library. The open-shelf privileges are thoroughly enjoyed, and there is a steadily growing use of the reference department. In the children's depart-

ment, with a stock of about 1500 v., the circulation was 27,024. Regular weekly meetings of the library staff are held for discussion of the work, and reports on current events. Short lists of questions are given to members of the staff, and at the next meeting these are reported on and answered. "We find all this work helpful in familiarizing us with the resources of the library, and in enabling us to find quickly for information-seekers the best material." The apprentice system is in use, to provide substitutes in case of absence from the staff, and appointments in case of vacancies. The report as a whole shows vigorous organization work, and a keen realization of the possibilities before the library in its new home.

Dubuque, Ia., Carnegie-Stout F. L. (2d rpt.—year ending Dec. 31, 1904.) Added by purchase 1290, by gift 847; total 23,388. Issued, home use, 101,687. New registration 1410; total 7254. Receipts \$8886.13; expenses \$7652.06 (salaries \$3375.30, books \$1340.55, binding \$649.23, periodicals \$227.40, heat \$804.55, light \$613.18).

There has been an increase in general reference work, in the use made of the library by teachers, and in the work and influence of the children's department. In the cataloging work the L. of C. cards have been of the greatest help. Since August 407 titles were received and filed. "Too much praise cannot be given to the advantages of this system. The cards are received very quickly after an order is sent and are filed in the catalog for use much sooner than otherwise would be the case; the entries correspond almost always to those in our own catalog and the saving of the time that would be required to typewrite these cards is of inestimable value."

"In the fall the work of the first apprentice class was completed. Two members of this class received regular appointments as assistants and one as a substitute, and one has volunteered her services. The work these assistants are now able to do in the library clearly demonstrates the value of an apprenticeship instruction."

The exercises of the annual "Library day" are noted; as is the establishment of the first school library, in one of the more remote public schools.

Greeley, Colo., State Normal School. The school issues a pamphlet outline of its course in library science; which is intended not only for the technical training of library workers, but for teachers as an aid in school work. The course presupposes a completion of the regular normal course, with the omission if desired of pedagogy, philosophy of education, teaching, music, arithmetic and sloyd. In place of these the following studies, or an equivalent, must have been taken; Latin two years, one elementary, German two years, or German and French each one year, elec-

tive English one year, Library handicraft 24 weeks of four hours per week, library science 36 weeks or four hours per week. The pamphlet gives practical hints on elementary library processes, and a list of books recommended for children.

The library of the school now has about 22,000 v. exclusive of text-books, and 2500 pamphlets. There are also about 8000 photographs and pictures. Accessions for the year ending Nov. 30, 1904, amounted to 1057 v.

Johnson City, Tenn., National Soldiers' Home. A library building erected at a cost of \$25,000, given for the purpose by Andrew Carnegie, has recently been completed, and an appeal is sent out by Hon. W. P. Brownlow, manager of the home, for gifts of books for the collection. The building has space for 10,000 v., but must depend upon gifts for its supply of books.

Lewiston (Me.) P. L. The report of the library commission for the fiscal year ending Feb. 28, 1905, as printed in the local press, gives the following facts: Added 1672; total 11,722. Issued, home use 58,350 (fict. 68%; juv. lit. 21%) new registration 783; total cardholders 5021. Receipts \$5500.67; expenses \$5497.80.

Ludlow, Vt., Fletcher Memorial L. (3d rpt.—year ending Dec. 31, 1904.) Added 200; total 7786. Issued 17,008 (fict. 61%) of which 4870 were drawn from the juvenile collection. Registration 1025.

Books have been sent to four district schools for the teachers to circulate among their pupils. "The talks given by the librarian to the Academy students and to the pupils of the eighth and ninth grades have resulted in an increased use of the card catalog by them."

Milwaukee-Donner College, Milwaukee, Wis. The Greene Memorial Library, given to the college by Mrs. H. A. J. Upham, in memory of her mother, was dedicated on the evening of March 17.

St. Louis (Mo.) P. (F.) L. (11th rpt.—year ending April 30, 1904.) Added 15,414; total 175,578. Issued, home and school use 939,623; lib. use 111,662. Total issue of books 1,051,285, of periodicals 243,213. New registration 19,977; total cards in force 59,476. Receipts \$308,918.96; expenses \$280,008.54. "Of the total outlay of \$280,008.54, the sum of \$68,219.70 was expended for the conduct and maintenance of the library (including the cost of books, periodicals and binding); and \$212,688.84 was invested in real estate or expended on its care—insurance, repairs, taxes, salaries, etc."

As usual, in its careful detail this report gives a valuable analysis of the organization and activities of a large city public library. Especially suggestive is the analysis of registration, by wards, with its indication of the

extent to which the library reaches the whole population; "the lesson is that branches are needed to carry the influence of the library into parts of the city, whose residents transact all the affairs of life in the immediate neighborhood and who do not have sufficient desire for reading to induce them to go to any trouble to get books. Books and reading rooms must be carried to them, as are groceries and clothes and all the other necessities of life. Our delivery stations have done and are doing much; but branches are necessary to realize the possibilities of a public library system. It should be, and in the near future will be, not the St. Louis Public Library but the St. Louis Public Libraries, just as it is the St. Louis Public Schools."

The most important accessions of the year are recorded, among them being the "Descriptive atlas of the Cesnola collection," and Brinkley's "Japan" in ten folio volumes, illustrated in color by Japanese artists.

The work of the circulation department reported on in detail shows a steady growth. "It is noteworthy that of the total home issue, more than half were delivered through the several outside agencies; and also that of the volumes drawn by adults at the library 55 per cent. were chosen by readers from the open shelves. Special attention is given to the use made of the library by children, for "of the various functions of a public library there is none of greater, more far-reaching influence" than this. Mr. Crunden adds: "So long as all departments are growing satisfactorily, I am not sorry to find that the ratio of cardholders under seventeen to their elders is yearly becoming greater, till this year the registered juveniles are not far from half of the total registration, and are drawing nearly 40 per cent. of the books that go out from the library." The several forms of juvenile use are described, i.e., issue of books to children from the library, issue of sets of supplementary reading sent to schools, issue of "depository collections" to schools; and an interesting collection of "teachers' opinions on the value of supplementary reading" is given.

Supplementary notes cover some of the more important events of May to January, after the close of the period of the report proper, and deal especially with the model library, maintained as a branch of the Public Library at the Louisiana Purchase Exposition, with the co-operation of the A. L. A., Library of Congress, Missouri Commission, and Library Bureau. The fire of Nov. 10, 1904, which threatened the Model Library with destruction has already been noted in these columns. Mr. Crunden adds that the damage to the books was fairly covered by the sum of \$2500 received from the insurance companies.

Joseph F. Langton, former assistant librarian, on April 3, entered a plea of guilty to the charge of embezzling \$4000 of the library's funds, and was sentenced to two years' im-

prisonment in the penitentiary. An indictment had been returned against him on Feb. 4, by the December Grand Jury, and he had given \$2000 bail for his appearance. The sentence imposed is the minimum for the offense confessed, and an appeal for an immediate pardon has been made to the governor.

San Francisco (Cal.) P. L. The constitutionality of the present board of library trustees was attacked in a suit filed on March 17 by Daniel O'Connell for about a hundred taxpayers, represented by Martin A. O'Connor and T. P. O'Dowd. It is maintained that the charter provision entitling the board to become a self-perpetuating body is illegal and void, and that the present board has no right to remain in office or to elect their successors. The suit takes the form of a petition for a writ of certiorari to the city auditor to show cause why he should not be restrained from auditing the accounts of the board, and for a judgment ousting the members from office.

The *San Francisco Chronicle* states that the suit "is believed to have been inspired from the city hall. The incentive for the attack at this time is declared to be a desire on the part of the administration to secure control of the million or more dollars the trustees are about to expend in the construction of new library buildings."

On March 7 a report was submitted to the city board of supervisors, by the public utilities and finance committees, favoring the purchase of a site on Van Ness avenue, Hayes, Franklin and Fell streets, for the new library building. The sum of \$739,800 was reported as available for the purchase of the site and the beginning of the building.

Syracuse (N. Y.) P. L. The Carnegie library building, built with \$200,000 given for the purpose by Mr. Carnegie, was dedicated on March 23. It occupies a central site, and is a beautiful structure in the modern French style, of buff-colored brick, with heavy trimmings of Indiana limestone.

Traverse City (Mich.) P. L. The handsome Carnegie building was formally opened on the evening of March 10. The building cost \$20,000.

University of Nebraska L., Lincoln. (Biennial rpt. — two years ending Nov. 30, 1904; in 17th biennial rpt. of university, p. 52-55.) Added, 1903. 4575: 1904. 4024. Total 22,274. The expenditures for the two years, for "library, books, bindings, supplies," were \$16,627.06. The accessions for the period have filled all available shelf room, and the installation of a second stack story is imperatively needed. Accessions by purchase have steadily decreased during the past five years, as a result of the increase in the number of departments sharing in the university funds and the consequent decrease in the individual allotments. "Thus the constant creation of new

departments, without correspondingly increasing the money for books, works a hardship on every existing department."

In the organization of the library it is the endeavor to group collections of related subjects rather than permit a separate collection in every department. "There are now fewer separate libraries than five years ago, and further consolidations are in prospect when the Physics building is occupied." "The logical and effective administration of this system requires expert library assistance at each departmental library. For 10 years these departmental libraries have been jointly administered by the librarian and the departments concerned, the work being so divided that the library buys the books, classifies and catalogs them, places them on the shelves and takes an annual inventory, leaving to the department all responsibility for safety of the books, supervision of reading room, circulation and the maintenance of accurate shelf arrangement. The experience of these 10 years shows that even the best departmental administration of its library leaves much to be desired, while the average conduct of the libraries by the departments concerned wastes the time of members of the faculty and students in random and often fruitless search for books, is notoriously careless in the care of the books themselves, and is certain to drift into such undue freedom and informality in the borrowing and lending of books and periodicals outside the library and off the campus, as often results in embarrassment and actual loss." It is therefore recommended that provision be made for closer supervision of the departmental libraries, including the appointment of a library assistant for each departmental library. Telephone connection with the central library is also important.

University of Wyoming, Library Course. The summer school to be conducted from June 26 to Aug. 4 by the University of Wyoming, Laramie, will include this year a Department of Library Methods. This is the first venture in library training that has yet been attempted in the state, and is intended primarily to help librarians and assistants connected with Wyoming libraries. The course will be in charge of Grace Raymond Hebard, librarian of the university, and will deal largely with the more elementary principles and processes, including a large amount of practice work in the university library.

Waterloo (Ia.) P. L. On March 20, bids were opened on the twin Carnegie library buildings, to be erected in the separate sections of the city.

The arrangements between the east and west side members of the library commission, as regards the division of the funds in the sum of \$40,000 which Mr. Carnegie has given, is for a division of the amount pro rata to the apportionment of the taxes of the city. This gives the east side the sum of \$22,200

for its building and the west side the sum of \$17,800. The bids do not include the lighting and heating apparatus.

Wisconsin State Hist. Soc. L., Madison. The Proceedings of the society for the 52d annual meeting, held Oct. 27, 1904, are issued in volume form (177 p. D.), and contain the usual report upon the condition and activities of the library for the year. The main facts of the report were noted in L. J., November, 1904, p. 625-626. It is significant that Dr. Thwaites repeats, with emphasis, his statement of a year before, regarding the need of enlargement of the new building. It is already overcrowded, and the completion of the northwest wing, originally intended as an integral part of the building but abandoned at the time on account of insufficient funds, is greatly needed. "Were the northwest wing constructed, it is probable that the relief thus obtained would last for another ten years, at the close of which period we should doubtless have to take under advisement the project of constructing the transverse wing, for which the commission wisely provided when it placed our building upon the present site."

Yale University. The Yale summer school, in session from July 6 to Aug. 17, will include a Library Course for Teachers, to be conducted by Andrew Keogh of the library staff. It will deal with the library as a factor in education, discussing such problems of library administration as are of special interest to teachers, clergymen, and others who may have to act as librarians or serve on library boards. The lectures include such topics as the library equipment of schools; the methods of awakening interest in books; the supervision of home reading; the relations between public libraries and schools, Sunday schools, study clubs, and other educational activities. The course deals also with certain personal problems in the teacher's use of books, such as the value of book reviews; the taking and filing of notes and references; the making of bibliographies. Important general works of reference will be exhibited and discussed, and methods of research will be illustrated from the fields of philology and history.

Yonkers (N. Y.) Woman's Institute L. A. Hans Christian Andersen evening, celebrating the one hundredth anniversary of the famous teller of fairy tales, was held at the library on Saturday evening April 1, and was enjoyed by a large number of children and their friends. A series of 36 stereopticon views of Denmark were shown, with explanations by Miss Butler, of the board of trustees. Thorwaldsen, the great sculptor and Andersen's warm friend was mentioned, and pictures of some of his most famous groups were shown. Eight tableaux were then given, representing the following of Andersen's fairy tales: "The tinder box," "The little match girl," "The girl who trod on a loaf," "The soldier's kiss," "What the old man says is always right," "The shepherdess" and "The

April, 1905]

chimney sweep," and "The flying trunk." There was music, a short sketch of Andersen's life was given, and extracts from the tales shown in the tableaux were also read. A small admission fee was charged, and it is hoped to purchase children's books with the profits.

FOREIGN.

Dunedin, New Zealand. The city council some time since issued printed "conditions of competition" for architects, for the Carnegie library building soon to be erected. The conditions were carefully drawn, and represent an earnest effort to obtain a well-planned building. They were accompanied by a series of specific recommendations from seven librarians of other cities, whose advice and co-operation has been asked, and who had given consideration to the characteristics of the site. No set questions were placed before the advisory librarians, but they were asked to submit their opinions as to the requirements presented. The replies were then tabulated, showing some rather wide differences, but being on the whole fairly unanimous on the main points. The building "and all appropriate fittings" is to cost £9000. 21 designs were received in competition.

Essen, Prussia. *Krupp L.* During the library's sixth year, ending Feb. 28, 1905, the total circulation was 322,661. An analyzed table of the circulation for the past six years, sent out by the librarian, shows the average daily issue for 1904-5 to be 1058, and the average monthly issue 31,397.

German libraries. The third volume of the "Jahrbuch der Deutschen Bibliotheken" has received a welcome addition to its list of publications relating to the various libraries, in that not only the titles in the two previous volumes have been cumulated, but the principal references in the "Adressbuch" of 1893 have been added, making a very complete bibliography of the chief sources of German library history. The statistical part of the present volume is devoted chiefly to library buildings. Circulars asking for data were sent out to the 147 libraries contained in the previous volume of the "Jahrbuch," and 124 replied. The 23 from which no information could be gained are mostly of minor importance, though the university library of Heidelberg is one of them. During the past year six foreign institutions have entered into agreement for direct loans with German libraries; among them the Academy of Sciences in St. Petersburg and Trinity College in Dublin. —*The Nation.*

Glasgow, Scott. *Woodside L.* The Woodside Library, the fifth of the series of branch libraries to be established in different districts of the city, was formally opened on the afternoon of March 10. This is the third branch library erected from the fund given for the purpose by Andrew Carnegie; nine others are in progress, and sites are being selected

for two more, which will complete the series. The site of the present building extends to 1433 sq. yards, and cost £3425.

The estimated cost of the building, including equipment, was about £8500. It includes besides the lending department a general reading room, reading room for ladies, and reading room for girls and boys. The lending department, when fully equipped, will contain about 10,000 v.

St. Andrews, Scott. *University of St. Andrews L.* (Rpt.—year ending Sept. 30, 1904.) Added 2605. During the year 6540 v. were lent out to 356 readers; "the number of volumes used in the library greatly exceeded the number lent out."

The total cost of the accessions acquired by purchase amounted to £1196 4s. 6d., of which £617 were spent for books and pamphlets, £510 for periodicals, £68 for publications of learned societies. From the Carnegie Trust grant £1000 were expended, of which £727 were for books and periodicals, the remainder for administration. The printing of the five-year catalog, 1895-1900, has been proceeded with steadily in the intervals of current work.

South Australia *P. L., Museum and Art Gallery, Adelaide.* (Rpt., 1903-1904.) Added 3187; total 52,209. The large increase in addition was owing to the expenditure on new books of £1,019. 18s. 9d. from the Morgan Thomas bequest. Total attendance 88,785, with an average weekday attendance of 273; these figures are exclusive of newspaper and magazine reading room attendance, of which no record is kept. There has been a "moving up" on the staff owing to the death of the former general director Mr. Robert Kay, and the promotion of Mr. J. R. G. Adams to that position with the title principal librarian and secretary; but this redistribution, being unaccompanied by any new appointment, has reduced the staff and made it less possible to cope with the increasing volume of work, particularly in the cataloging and classifying.

University of Toronto L., Canada. (Rpt.—year ending June 30, 1903; in rpt. of Minister of Education, Province of Ontario, 1903, p. 227.) Added 2504; total 74,841. Total no. pamphlets, over 18,000. The average daily attendance of readers is estimated at 68.

More room is greatly needed. "After a careful calculation of the amount of unoccupied shelving in the existing stack-room, it has been found that at the present rate of increase of the collection of books the shelves will be filled up to their full working capacity by June, 1906. Unless an addition to the building is ready for use by that date no more books can be put in the stack-room without upsetting the classification by subjects of the books on the shelves." The need of an increased annual expenditure for books is also urgent. The appropriation out of ordinary in-

come is \$2600, supplemented by other funds to \$6000, which has had to suffice for books, periodicals, binding, and office expenses other than salaries. This has not proved adequate to maintain a good working library, and should be considerably augmented.

Westport (New Zealand) F. P. L. The attractive Carnegie building, opened on Dec. 22 last, is the first Carnegie library to be erected in New Zealand. Mr. Carnegie's gift for the purpose was £2000. The library was formerly quartered in the old Athenæum building, which was destroyed by fire, and Mr. Carnegie's aid was asked to make possible its re-establishment in a building of its own.

Gifts and Bequests.

Harvard University. By the will of the late William F. Milton, of Pittsfield, Mass., Harvard University receives a bequest estimated at \$1,000,000, to become available after the death of Mr. Milton's widow. Specific bequests and trust funds are named amounting to \$172,500, and the rest of the estate is left to Harvard, as noted, for the erection of a library building, or, if the judgment of the president and fellows so indicates, the income is to be used to defray expenses of any special investigation of a medical, geographical, historical or scientific nature, undertaken by the university "in the interest or for promoting the physical and material welfare and prosperity of the human race, to alleviate or cure human disease or investigate and determine the value or importance of any discovery or invention."

Marysville, Cal. A public library building, to cost about \$100,000, is to be built for Marysville, as the gift of John Q. Packard, of that place. The site for the library has also been given by Mr. Packard.

Carnegie library gifts.

Arcadia, Wis. March 24. \$5000.

Carson-Newman College, Jefferson City, Tenn. March 23. \$10,000, on condition that an equal amount be raised.

Charlotte (N. C.) P. L. March 15. \$10,000 additional, for lecture room and extension of stack, making a total of \$30,000; guarantee of \$3000 yearly income required.

DePauw University, Greencastle, Ind. March 31. \$50,000 for a library building, on condition that an equal amount be raised.

Drake University, Des Moines, Ia. March 31. \$50,000 for a library building, on condition that an equal amount be raised.

Earlham College, Richmond, Ind. March 15. \$30,000 for a library building, on condition that an equal amount be raised as an endowment fund.

Eaton, O. March 30. \$10,000.

Edgerton, Wis. March 20. \$10,000.

Heidelberg University, Tiffin, O. April 4. \$25,000.

Norwich University, Northfield, Vt. March 31. \$25,000 for a library building, and an equal amount for electrical equipment for the engineering department.

Pomona College, Claremont, Cal. March 24. \$40,000 for a library building.

St. John's College, Annapolis, Md. March 30. \$16,700 for a library building.

Syracuse University, Syracuse, N. Y. March 19. \$150,000 for a library building.

Topeka, Ind., Sycamore Corners Literary Soc. March 28. \$4000 for a library building. The library is maintained by the Sycamore Corners Literary Society, mainly composed of farmers, which has been in existence for 40 years. An equal amount has also been given by Jacob Strauss, a merchant of Ligonier, Ind.

University of North Carolina, Chapel Hill. April 3. \$50,000 for a library building, on condition that an equal amount be raised.

Washington and Lee University, Lexington, Va. March 20. \$50,000, for a library building, on condition that an equal amount be raised as an endowment fund.

Librarians.

ALLEN, Miss Letitia Shove, librarian of the Attleboro (Mass.) Public Library, died on March 21, at the Massachusetts General Hospital, in Boston, where she had gone for treatment, a few weeks previously. Miss Allen was born in Pawtucket, R. I., in 1895, and was the daughter of the late John A. and Medora Shove Allen. After leaving school she entered the service of the Pawtucket Public Library, as chief assistant to Mrs. Sanders, the librarian, where she remained until the spring of 1896, when she became librarian of the Attleboro library, then just established. She was devoted and effective in her library work, and was an interested member of several of the local women's clubs and of the Universalist church. The library trustees, at a meeting on March 24, adopted memorial resolutions, expressing their keen recognition of her faithful service, and adding: "And believing that the influence of such a life in this community should be marked in some permanent form, be it further resolved that it will be our effort to create a fund, to be known as the Letitia S. Allen fund, which may be used to provide some useful and permanent article in the new building, in which she took such a deep interest, as a memorial to her." Miss Allen was a member of the Massachusetts Library Club and of the American Library Association, and had attended several of the A. L. A. conferences.

BENHAM, Miss Minnie L., secretary of the Pratt Institute Library School, died on March 4, of heart failure, after an illness of two weeks. Miss Benham was a graduate of

the school, class of 1904, and in her year's service as secretary of the school she had proved herself admirable in every way. Her personality was such as to inspire all who had to do with her with admiration and respect, while those who knew her well felt also a sincere affection for her.

DELISLE, Léopold, has, at the age of 78, been retired from the post of Administrateur-Général of the Bibliothèque Nationale, Paris, and M. Martel, director of the Beaux-Arts, has been appointed his successor. M. Delisle, who was born in 1826, and entered the service of the Bibliothèque in 1852, has held the directorship of the great French library since 1874, so that he has fully earned his retirement and pension. The jubilee of his fifty years' association with the library was celebrated on March 8, 1903. Although hampered in many ways by red tape and lack of official support, M. Delisle was an efficient administrator and introduced many improvements in the library service. His most notable achievement was probably the detection of the famous Libri thefts and the recovery of the lost treasures from the British Museum and the Ashburnham family, to whom they had been disposed of. His own personal work as a scholar and bibliographer is well known and his industry as an author has always been remarkable.

KENT, Henry W., for the last four years assistant librarian of the Grolier Club, New York City, resigned that position on April 1 to become assistant secretary of the Metropolitan Museum of Art, New York City. Mr. Kent's library relations cover a period of twenty years, from his appointment as cataloger in Columbia University Library in 1884. He was a student in the New York Library School, class of 1890, and was from 1888 to July, 1900, connected with the Peck Library and curator of the Slater Memorial Museum of the Norwich (Ct.) Free Academy. He entered the service of the Grolier Club in September, 1900, where his work has been bibliographical in its character, with special attention to matters connected with printing, the illustration of books, prints, bookbinding, etc. Mr. Kent has been a member of the American Library Association since 1885, and is a member and officer of the New York Library Club.

OSGOOD, Miss Mary A., has been appointed librarian of the Public Library of Tyler, Tex. Miss Osgood, who is a graduate of Washburn College and of the University of Illinois Library School, was for two years assistant in Washburn College Library, Topeka, Kan., and has also had temporary charge of the Coburn Library, of the University of Colorado.

PETERS, Miss Orpha Maud, of the New York State Library School, 1902-3, has been appointed librarian of the Public Library, Alexandria, Ind.

SEYBOLD, Miss Stella V., librarian of the Jacksonville (Ill.) Public Library, was on March 20 elected librarian of the Davenport (Ia.) Public Library, succeeding Miss Marilla Freeman, resigned. Miss Seybold, who is a native of Cincinnati, is a graduate of the Cincinnati high school and of the University of Cincinnati. She was for three years in the service of the Cincinnati Public Library, as assistant in the reference department, and went from that library to take charge of the organization of the Jacksonville library in its new Carnegie building.

WHITMORE, Frank H., assistant librarian of Bowdoin College, was on March 28 elected librarian of the Brockton (Mass.) Public Library, succeeding Robert K. Shaw, resigned. Mr. Whitmore, who was born in Melbourne, Australia, is a graduate of Harvard, class of '99, and of the New York State Library School, class of 1901. Since leaving Albany he has been connected with the Bowdoin library.

WYER, James L., jr., librarian of the University of Nebraska and secretary of the American Library Association, has been engaged to assist in the organization of the Louisville (Ky.) Free Public Library, beginning his work April 3. Mr. William F. Yust, recently elected librarian there, has been seriously ill, and Mr. Wyer's services will be of great value in this difficult period.

Cataloging and Classification.

THE BROOKLYN (N. Y.) P. L. issues a 12-page "list of books on the West Indies and the Bermuda Islands, in the library."

DECIMAL CLASSIFICATION OF INSTITUT INTERNATIONAL DE BIBLIOGRAPHIE. The Institut International de Bibliographie continued its adaptation of the Decimal Classification by the issue, during the latter part of last year, of twelve new parts of the "Tables générales refundues." These are as follows:

Fasc. no. 2 a: Tables auxiliaires de subdivisions communes. This gives a new development of the former tables, of common subdivisions, and takes the place of Fasc. no. 2, previously issued.

Fasc. no. 21: Division [2], Sciences religieuses.

Fasc. no. 22: Divisions [4+8], Philologie et littérature.

Fasc. no. 23: Divisions [355+623], Sciences militaires.

Fasc. no. 24: Divisions [51+52], Mathématique et astronomie.

Fasc. no. 25: Divisions [548+549+55], Minéralogie, cristallographie, géologie.

Fasc. no. 26: Divisions [56+57+58+59], Sciences biologiques, paléontologie, anthropologie, botanique, zoologie.

Fasc. no. 27: Division [611], Anatomie.

Fasc. no. 28: Divisions [613+614], Hygiène privée et hygiène publique.

Fasc. no. 29: Division [7], Beaux-arts (architecture, sculpture, peinture, gravure, musique).

Fasc. no. 30: Divisions [64+65], Sciences appliquées diverses (Economie domestique, sténographie, imprimerie et édition, transports, comptabilité).

Fasc. no. 31: Division [62], Sciences de l'ingénieur (Mécanique, Electricité industrielle, Mines, Ponts et chaussées, Chemins de fer et tramways, Travaux maritimes et hydrauliques, Technologie sanitaire, Locomotion en général).

Fasc. no. 32: Divisions [54+66], Sciences chimiques (Chimie pure, Industries chimiques, Métallurgie).

The DENVER (Colo.) P. L. *Bulletin* for March contains an interesting "Selected bibliography of the cliff dwellers," covering 3½ pages.

DETROIT (Mich.) P. L. *Bulletin* no. 16, of books added in 1904. Detroit, 1905. 234 p. O.

ENOCH PRATT F. L. OF BALTIMORE CITY. *Bulletin*: All titles added in 1904. v. 10, no. 4, January, 1904. p. 67-158. O. 10 c.

EXPANSIVE CLASSIFICATION. W. P. Cutter, Forbes Library, Northampton, Mass., has just issued the classification for Astronomy (La), in the late Charles A. Cutter's "Expansive classification." This classification is the work of Richard Bliss of the Redwood Library, Newport, R. I., with modifications and notation by C. A. Cutter. It covers 18 pages.

The NEW BEDFORD (Mass.) F. P. L. *Bulletin* for March contains a short list of recent books on automobiles.

The NEW YORK P. L. *Bulletin* for March contains two important bibliographical items in the "Collation of the various issues of the American diplomatic correspondence (1776-1783, 1783-1789) in the library," prepared by Miss Hasse; and the first instalment of a "List of works relating to Ireland, the Irish language and literature, etc."

NEW YORK STATE L. *Bulletin* 91, Legislation 24: Comparative summary and index of Legislation, 1904, Oct. 1, 1903-Sept. 30, 1904; ed. by Robert H. Whitten, sociology librarian. Albany, 1905. 258 p. O. 50 c.

The NEW YORK STATE L. has issued the annual tentative list of "1000 books of 1904," which is sent out for indication by librarians of the 50 books recommended for purchase by a village library. The list as a whole is intended as a basis for supplements and successive editions of the "A. L. A. catalog," and is therefore much more inclusive than the earlier issues. Notes of books omitted that are regarded as suitable for this list or the "A. L. A. catalog" are requested. The final

list of books recommended, to be published later, will, as usual, be limited to 250 titles.

NORFOLK (Va.) P. L. Finding list: fiction by titles. Norfolk, November, 1904. 6+40 p. O.

The OSTERHOUT F. L. (Wilkes-Barre, Pa.) *Bulletin* for March has a three-page reading list on "The Russian people and their government."

The SAN FRANCISCO P. L. *Bulletin* for March contains the following short lists: "Works of Rev. Henry Van Dyke;" "Some books on business;" Hans Christian Andersen."

The SCRANTON (Pa.) P. L. *Bulletin* for March contains a good classed reference list on Domestic economy.

VERMONT BOARD OF LIBRARY COMMISSIONERS. Annual book list, 1905: books recommended by the commission. Supplement to quarterly bulletin, no. 1. 4 p. O.

Bibliography.

A. L. A. BOOKLIST; issued by the American Library Association Publishing Board, with the co-operation of many librarians. v. 1, no. 3, March, 1905. p. 25-32. D.

Records 27 titles, of which four are fiction.

CATS. Katzen-bibliographie; von Tony Kellen. 2 nachtrag. (In *Börsenbl. f. d. deutschen Buchhandel*, no. 39. Feb. 16. p. 1620-1630.

Includes many English titles.

CHILD STUDY. Grudzińska, Anna. A bibliography of child study in Poland. (In *Pedagogical Seminary*, March, 1905, 12:97-98.)

COPYRIGHT. Library of Congress. Copyright in Congress, 1789-1904: a bibliography and chronological record of all proceedings in Congress in relation to copyright from April 15, 1789, to April 28, 1904, First Congress, 1st session, to Fifty-eighth Congress, 2d session; prepared by Thorvald Solberg, Register of Copyrights. (Copyright Office bulletin no. 8.). Washington, Gov. Print. Office, February, 1905. 468 p. O.

The bibliography, which covers pages 29 to 111 is arranged in five divisions, (1) Bills, (2) Reports, (3) Resolutions, (4) Laws, (5) Miscellaneous documents, full entries being arranged chronologically with annotations. The chronological record runs from page 112 to page 377, and is followed by several pages of notes. An excellent index of 80 pages gives the needed key to the mass of

material presented. The work is a valuable and comprehensive record of the history and literature of copyright in its relations to Congress.

THE *Cumulative Book Review Digest*, published by the H. W. Wilson Co., Minneapolis, makes its first appearance with a 66-page number for March. The publication is "devoted to the valuation of current literature," recording in alphabetic order the books reviewed in 40 of the leading American and English periodicals, with descriptive notes and a summary or digest of the published reviews, given generally in the form of brief extracts. The use of plus or minus marks also ingeniously denotes degrees of favorable or unfavorable criticism. The first number is a three months' cumulation, for January to March, and a new period of cumulation will begin with the April number. In June a six months' cumulation will be issued. In the current number there are over 300 books recorded, with critical extracts ranging from a few lines to half a column. The whole gives a conspectus of recent criticism that should be decidedly useful in book selection. The summaries are well done, though a tendency toward the favorable point of view in selecting extracts is perhaps to be observed. One curious error is found in the annotation to Dr. Andrew Davidson's "Theology of the Old Testament," which is an extract relating to Archbishop Davidson's volume of sermons on "Christian opportunity," the latter work, with critical comments, being recorded immediately afterwards.

DANTE. Passerini, G. L., and Mazzi, C. Un decennio di bibliografia dantesca, 1891-1900. Milan. Ulrico Hoepli, 1905. 7+668 p. 12 l. 16°.

EDUCATION. McKeag, Anna J. Elementary education in England. (*In Pedagogical Seminary*, March, 1905. 12:69-85.) Followed by a bibliography of 38 titles.

HIAWATHA. Legler, Henry E. Longfellow's Hiawatha: bibliographical notes concerning its origin, its translations, and its contemporary parodies. (*In Literary Collector*, v. 9, no. 1, Nov.-Dec., 1904. p. 1-19.)

ITALIAN PUBLICATIONS. Catalogo generale delle librerie italiana dall'anno 1847 a tutto il 1899. pts. 28, 29. Milan, Ulrico Hoepli; New York, Lemcke & Buechner, 1904. p. 385-464, 465-544.

These two parts carry this great Italian catalog nearly through S, promising well for its completion during the present year. The representation of foreign works is interesting. Shakespeare naturally leads, with 70 titles, of which "Hamlet" and "Othello" furnish eight each. Of Ruskin's works only three are repre-

sented, two in translation. Schiller about equals Shakespeare in number of titles; Siemkiewicz has eight entries, Shelley seventeen, Sheridan four, and Samuel Smiles fourteen. The Smith family have fourteen representatives, including Adam Smith's "Wealth of nations" in an Italian translation of 1851.

McPIKE, Eugene Fairfield. Co-operation in bibliographical research. (*In Dial*, April 1, 1905. 38:226).

Asks for a new periodical, a "miscellanea curiosa," to be published by the Carnegie Institution or one of the principal colleges, to bring about better co-operation in the undertaking of bibliographical work. It should present bibliographical notices, and form the basis of a current bibliography of bibliographies.

MUSEUMS. Murray, David. Museums: their history and use; with a bibliography and list of museums in the United Kingdom. 3 v. Glasgow, Maclehose & Sons, 1904. 9+339, 363, 341 p. O. 32s. net.

These three volumes cover an immense amount of information and material regarding museums, and represent probably the most comprehensive bibliographical record of the subject that has yet been made. The historical review of the development of museums is the extension of an address prepared for the Glasgow Archaeological Society in 1897, and the accompanying bibliography was originally planned simply as a list of authorities cited or consulted. In the effort to complete the record, however, the undertaking grew until in its final form the bibliography is twice as large as the descriptive and historical text. The first volume is devoted to the historical review, presented in sixteen chapters, giving in a rather discursive manner, with many quaint and interesting incidents, and extended notes, facts regarding the chief museum collectors and collections of the 16th to the 18th centuries, early museum catalogs, the beginnings of the British Museum, non-scientific character and arrangement of early museums, and the gradual development of method and scientific principles in the modern museum. A bibliographical note on the Leyden catalog of 1591, and a tabulated list of museums in the United Kingdom are given in appendix, and there is a much-needed index.

Volumes three and four are devoted to the bibliography. This is in five divisions: 1. Literature of museums, bibliography of bibliographies; 2. Museography; 3. The collection, preparation and preservation, the registration and exhibition of specimens; 4. Catalogs and other works relating to particular museums; 5. Travels and general literature. Division 4 is the most extended, covering the bulk of the two volumes, arranged in one alphabet by place or city and person. Dr.

Murray announces in his preface that "not being a librarian or a bibliographer by profession," he has "not felt bound down by any of the ingenious rules laid down for cataloging," and he ingenuously adds: "All such rules are apt to be embarrassing when carried out rigidly, and with long experience of catalogs I have found that they are generally more useful when not too systematic. I have not always been consistent, and there is a satisfaction in not being subject to any formal rule." It must be said that in the arrangement of the great mass of cross references, in order of entries under headings, and in numerous other details, greater skill in catalog practice would have given more simple and effective results; yet as a whole the bibliography is extremely interesting and useful. It is uneven in its scope, European museums being much more fully represented. The New York Metropolitan Museum, for instance, has but 12 entries, including only two catalogs, of 1875 and 1876 respectively; while the Brooklyn Institute Museum, with its allied Children's Museum, goes wholly unrecorded. The volumes are well printed, light, and easy to handle.

PETOFI. A new biography of the Hungarian poet Petofi has been published by József Szinnyi of the National Museum, Budapest. It contains an extended bibliography of Petofi, said to cover 5000 separate items in nearly every civilized language.

SCOTTISH BOOKS. Aldis, Harry G. A list of books printed in Scotland before 1700, including those printed forth of the realm for Scottish booksellers, with brief notes on the printers and stationers. Printed for the Edinburgh Bibliographical Society, 1904. 16+153 p. Q.

In view of the various activities suggested for the recently organized Bibliographical Society of America, this exemplar of what is being done in the old world by the Edinburgh Bibliographical Society is of timely interest. While the present volume is presented as only a preliminary hand list, it is the first step toward the formation of a complete Scottish bibliography. At a meeting of the Society, held Nov. 12, 1896, it was resolved that a bibliographical catalog and a hand list of books printed in Scotland before 1700 should be undertaken and be carried on concurrently. The work proceeded till about 3500 titles had been accumulated, when it was thought necessary that a preliminary issue of the hand list should be printed, in order to facilitate further progress and co-operation by showing what titles are still unrecorded or defective. Each entry is confined to a single line as far as possible, giving (1) short title, (2) size, (3) occasional reference to authorities, (4) place, (5) printer or bookseller for whom the book was printed,

ed, (6) indication of a library in which a copy of the work may be found. In the full bibliographical catalog, each title is entered on a slip 8¼ x 7 inches, and specimen cards are shown in the present volume, with all the bibliographical particulars fully noted.

The total number of titles recorded is 3919, but this must imperfectly represent the whole output of the Scottish press during the period. The first book entered in the hand list is "Garlandia. Multorum vocabulorum . . . interpretatio." Edinburgh, 1505. A chronological list of books, each item numbered, occupies pages 1-15; then comes a topographical list of printers, booksellers and stationers, and following it, an alphabetical list of the same with a brief biographical sketch of each subject. A good index completes the volume, which is well printed with wide margins. As a whole, the work is a creditable production for the Society, and a notable contribution to historical and national bibliography. An extended review appeared in the *Athenæum* of March 11. Of the 300 copies printed, 100 have been reserved for sale at 12s. 6 d. F. B. B.

SHELLEY. The *Athenæum* for March 25 notes critically the bibliographical features of the "Oxford Shelley," or, to give its full title, "The complete poetical works of Shelley, including materials never before printed in any editions of the poems," edited, with textual notes and bibliographical list of editions, by Thomas Hutchinson, and published by the Clarendon Press, Oxford. Mr. Hutchinson's bibliography is a comprehensive and careful piece of work.

INDEXES.

ANNUAL literary index, 1904: including periodicals, American and English; essays, book-chapters, etc.; with author-index, bibliographies, necrology and index to dates of principal events; ed., with the co-operation of the American Library Association and of the LIBRARY JOURNAL staff, by W. I. Fletcher and R. R. Bowker. New York, Office of *Publishers' Weekly*, 1905. 10+295 p. O.

58TH CONGRESS, 1ST AND 2D SESSIONS, NOV. 9, 1903-April 28, 1904 (including the Special Session of the Senate, March 5-19, 1903.) Index to the subjects of the documents and reports and to the committees, senators and representatives presenting them, with tables of the same in numerical order. [Being the "Consolidated index" provided for by the act of January 12, 1895]; comp. under the direction of the Superintendent of Documents. Washington, Gov. Print. Office, 1905. 493 p. O.

This is the tenth "consolidated index," indexing 6768 documents for the period covered.

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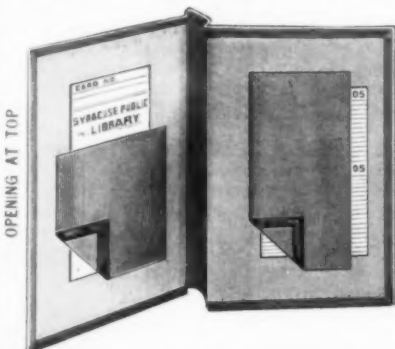
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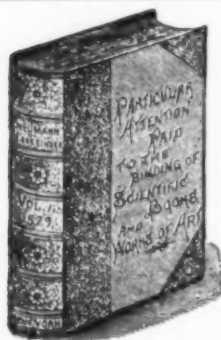
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